

DOCUMENT RESUME

ED 309 143

SP 031 139

TITLE A Study To Determine the Most Effective Means of Implementing Career Ladder Level Assignments That Are Made on the Basis of Student Achievement in Addition to Other Bases Required by Law. As Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the Seventy-First Texas Legislature.

INSTITUTION Texas Education Agency, Austin.; Texas State Board of Education, Austin.

PUB DATE Dec 88

NOTE 105p.; Pages 58-77 of the appendixes contain light, broken type.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Academic Achievement; *Accountability; *Career Ladders; Elementary Secondary Education; *Program Implementation; Teacher Effectiveness; *Teacher Evaluation; Teacher Promotion

IDENTIFIERS *Texas

ABSTRACT

This study was conducted to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement and other bases required by law in Texas. Part one consists of a research study focusing on research in teacher effectiveness, accountability, measurement and implementation concerns, and descriptions of programs throughout the country which include student achievement indicators in career ladder, teacher evaluation, and accountability systems. Part two is a description of the process used to gather information and involve professional organizations and national experts in the development of the study. The final part presents an analysis of three options to consider in the use of student achievement indicators as an additional component in career ladders: (1) the development of a local district career ladder component in student achievement; (2) the use of a state designed and mandated student achievement goal assessment process as an additional domain of the Texas Teacher Appraisal System; and (3) the use of statistical analysis techniques with standardized achievement scores collected and analyzed for each student, to be used as a component in career ladder programs. (JD)

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A STUDY TO DETERMINE
THE MOST EFFECTIVE MEANS
OF IMPLEMENTING CAREER
LADDER LEVEL ASSIGNMENTS
THAT ARE MADE ON THE BASIS
OF STUDENT ACHIEVEMENT
IN ADDITION TO OTHER
BASES REQUIRED BY LAW

FROM THE
STATE BOARD OF EDUCATION

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DECEMBER 1988

**A Study to Determine the Most Effective
Means of Implementing Career Ladder Level
Assignments That Are Made on the Basis of
Student Achievement in Addition to
Other Bases Required by Law**

**As Reported
By the State Board of Education**

**Submitted to the Governor, Lieutenant Governor,
Speaker of the House, and the Seventy-First Texas Legislature**

1987-1988

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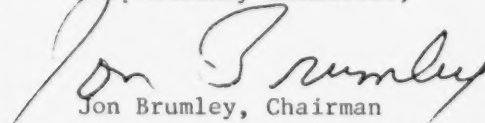
Under the direction of the State Board of Education, the Texas Education Agency has conducted a study to determine the most effective means of implementing career ladder level assignments that are made on the basis of the use of student achievement in addition to the other bases required by law.

Consistent with its other accomplishments during the past four years, the appointed State Board of Education has sought to direct this study from the standpoint of presenting to the legislature options that would lead to the creation of a fair, equitable, and effective system that will allow policy makers, educators, and the public to know that the success of the educational enterprise must be judged in some reasonable measure by the accomplishments achieved by students.

Creating a responsive and responsible system for the inclusion of student achievement data in the evaluation of teachers for career ladder assignments is a difficult and complex task. The State Board of Education believes that the options described in this report A Study to Determine the Most Effective Means of Implementing Career Ladder Level Assignments That are Made on the Basis of Student Achievement in Addition to Other Bases Required by Law provide a comprehensive review of viable alternatives.

On behalf of the State Board of Education, I wish to express appreciation to the Texas Legislature for support of the board in its effort to improve education for the children of Texas.

Respectfully submitted,


Jon Brumley, Chairman
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Executive Summary

A study to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement in addition to other bases required by law.

Purpose

The purpose of this study is to fulfill the requirements of Section 5 of the 1987 amendatory act (§13.302) which states: "The State Board of Education shall conduct a study to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement in addition to other bases required by law. The Board shall report the results of the study to the 71st Legislature not later than January 1, 1989."

Methodology

The study is designed and presented in three major parts:

- Part I is a research study, *Student Achievement as an Indicator of Teacher Effectiveness*. The study focuses on: research in teacher effectiveness; accountability, measurement and implementation concerns; and descriptions of programs throughout the country which include student achievement indicators in career ladder, teacher evaluation and accountability systems.
- Part II, *Planning Activities*, is a description of the process used to gather information and involve professional organizations and national experts in the development of the study.
- Part III, *Student Achievement Data in Career Ladder: Options to Consider*, presents an analysis of three options to consider in the use of student achievement indicators as an additional component in the career ladder. Option One provides for the development of a local district career ladder component in student achievement. Option Two provides for the use of a state designed and mandated student achievement goal assessment process as an additional domain of the Texas Teacher Appraisal System. Option Three provides for the use of statistical analysis techniques with standardized achievement scores collected and analyzed for each student to be used as a component in Career Ladder.

Description

Part I: Student Achievement as an Indicator of Teacher Effectiveness

In an effort to restore confidence and increase accountability in the educational system, policymakers and educators are examining outcome and performance-based indicators of school effectiveness. A highly controversial and complex component in the measurement of teacher, campus and district effectiveness is the use of student achievement data as an indicator for accountability. Perhaps the most controversial and value-laden use of student achievement data is in the area of individual teacher evaluation used for career ladder, merit pay, and performance incentives.

This study presents an overview of the use of student achievement data in the evaluation of the performance of teachers and schools. The focus is on the following:

- Educational Indicators,
- Historical Perspective on the use of Achievement Indicators,
- Accountability Measures,
- Implementation and Measurement Issues,
- Selected Accountability Projects, and the
- Kentucky Special Project on the Inclusion of Student Achievement in Career Ladder.

In the context of accountability, **educational indicators** are the single composite statistics that reveal something about the health and performance of an educational system that can be readily, reliably and repeatedly obtained (Davis, 1987; *National Center for Education Statistics, 1985*). Accountability systems include a mixture of input, process and outcome indicators and should reflect the educational goals of the system.

The **historical perspective** on the use of achievement indicators as a guarantor of educational quality is documented in history from 15th century Italy to current accountability systems. Educational research linking teaching behavior to student achievement, process-product research, and research on effective schools have contributed to current knowledge.

Accountability for results within school systems is likely to depend on comprehensive pupil performance measurements. Variables in the school environment which may be related to the measurement of student achievement include resource, process, climate and context variables. The effects of these variables on the validity and reliability of measurements of student achievement and teacher effectiveness need to be fully explored and examined.

Implementation and measurement considerations include differential grade and subject matter effects, the criterion used to measure teacher performance, student ability differentials, the interrelationship of a number of complex input-output variables, and the use of statistical methods to estimate the individual contributions to pupil performance by individual teachers, administrators, and schools.

Selected accountability projects include district and state programs which use student achievement indicators in teacher and school evaluation. Projects described include the statewide accountability programs in California and Indiana as well as career ladder and merit pay programs in Virginia, South Carolina, and Utah.

The Kentucky Special Project on the Inclusion of Student Achievement in Career Ladder was funded by the Kentucky Career Ladder Commission to determine appropriate strategies for including student achievement in a teacher evaluation system. The project developed a goal assessment documentation process.

The study also includes an extensive bibliography on references related to teacher evaluation and incentive programs, accountability measures and the relationship of student achievement to teacher effectiveness.

Part II: Planning Activities

A number of activities were conducted to ensure the inclusion of contributions from professional organizations and national experts:

- A meeting was held with representatives from 10 professional educational organizations to discuss the use of student achievement indicators in teacher evaluations;

- Agency staff met with administrators and evaluators from a number of states and the U.S. Department of Education at the Southern Regional Education Board Conference on the use of student outcome indicators in career ladder and performance incentive programs;
- Agency staff met with a panel of national experts to discuss measurement and implementation concerns on the use of student achievement indicators in career ladder; and,
- Agency staff consulted with other state agencies, educational centers and laboratories, and teacher evaluation and career ladder specialists throughout the country, as well as conducting an extensive literature review.

Part III: Student Achievement Data in Career Ladder: Options to Consider

The focus of this paper is to present an analysis of three options to consider in the use of student achievement indicators in teacher evaluation and career ladder. Included in each option are: descriptions and variations in the process; design, measurement and implementation concerns and advantages and disadvantages.

Option One

Option One provides for the inclusion of student achievement data as an additional required component in career ladder advancement through the development of a local district component plan which requires specified elements and designated indicators of evidence for documenting student achievement. The system provides for a high degree of ownership and flexibility to the local education agency. The student achievement component would include the goals for student achievement at the district and/or individual campus levels, specifying evaluation criteria for teachers. Extensive planning at the state and local levels would be a necessity.

Option Two

Option Two provides for the use of a state designed and mandated student achievement goal assessment process as an additional domain on the TTAS. The teachers would develop, document and evaluate a number of student achievement outcome goals for individual students and groups of students. The teachers and administrator team would negotiate agreement on goals, documentation, and a scoring system. Standards and training would be developed by the state. Evidence of appropriate student progress based on standardized tests, teacher developed tests, criterion referenced tests, subject matter master criteria and/or performance indicators may be required. The system would require extensive training of teachers and administrators.

Option Three

Option Three provides for the use of statistical analysis techniques with standardized student achievement scores collected and analyzed for each student at the state or local level. The state could mandate use of state developed achievement tests or develop a list of acceptable standardized achievement instruments for each subject and grade level. The results would be analyzed and standards developed for acceptable achievement levels for the subject areas and grade levels. The results would be reported to the school districts for inclusion as an extra domain in the TTAS. The process of developing achievement tests, scoring and analyzing achievement data for every student and teacher in the state presents unprecedented financial, administrative, and legal challenges.

Discussion

This section looks at each of the options in relation to their relative strengths and weaknesses and the degree to which they can be implemented in a fair and equitable manner. Emphasis is placed on the considerations of oversight and improvement; the appropriate level of accountability; balancing statewide comparability with local ownership; expanding the alternatives to traditional standardized tests; and, making fair comparisons.

Option One provides for the inclusion of student achievement data as an additional required component in the career ladder through the development of a local district component plan. A major advantage of the option is the flexibility of the district to design the student achievement component to reflect the unique needs of the campus and district. The option would necessitate an extensive resource and capacity commitment by the local district and at the state agency level.

Option Two provides for the use of a state designed and mandated student achievement goal assessment process to be developed by each teacher and administrator team and included as an additional domain on the TTAS. A major advantage of this option is the focus on the definition of student achievement in terms of what is valued for the particular population being served and the particular circumstances present at the classroom and local district level. This option requires extensive planning, training, and technical assistance in both the development of the process at the state level and the training for local school district personnel in the design and implementation of the system.

Option Three provides for the use of statistical analysis techniques with standardized achievement test scores. It is the most controversial and has numerous disadvantages associated with it including; legal challenges and lawsuits; measurement concerns related to technical constraints; and student, school, test, pretest-posttest characteristics which can positively or negatively affect student achievement. It would also impose a tremendous financial burden for the development, administration, and analyzing of achievement test data for all of the students and teachers in the state.

Conclusion

The development of an accountability system useful in improving the quality of education requires cooperative planning among policymakers, analysts, and educators at all levels. Perhaps the most controversial and value-laden use of student performance data is in the area of individual teacher evaluation used as a means of implementing career ladder assignments.

Option Three, the use of standardized test data aggregated at the classroom level, is not recommended as it: creates tremendous measurement concerns in the areas of making fair comparisons; is not a valid or reliable level for data aggregation of standardized test scores; is more likely to be the object of a lawsuit; does not balance oversight and school or classroom improvement; and, does not balance statewide comparability with local ownership.

Options One and Two provide for local ownership at the district level and allow flexibility in the design of the student achievement component to reflect the unique needs of the campus and district. Both options require additional resources and capacity at the local and state agency level to design and implement a fair and equitable system.

Option Two, the goal assessment documentation process, has an additional advantage in that it allows for the careful determination and definition of what is to be assessed and the selection and development of assessment processes for each individual child in their particular classroom, campus, and district setting.

Creating a responsive and responsible system for the inclusion of student achievement data in the evaluation of teachers for career ladder assignments is a difficult and complex task. The creation of a fair, equitable and sound system will allow policymakers, educators, and the public to know how well their students are doing and how to help them do better in the future.

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PART I:

Student Achievement as an Indicator of Teacher Effectiveness

Introduction

In an effort to restore confidence and strengthen accountability in the educational system, policymakers and educators are examining outcome and performance-based indicators of school effectiveness. There is a growing concern by state agencies for the development of performance based accountability systems in which rewards and sanctions for schools are linked to the level of student learning and performance. The areas and levels at which data are collected and then reported are a policy concern to state decision-makers and an emotional one to constituents. When performance measures and their results are constructed to allow comparisons within districts, within and across states, that component of the accountability system can become a highly sensitive issue (*Pollard, 1987*).

A highly controversial and complex component in the measurement of teacher, campus and district effectiveness is the use of student achievement data as an indicator for accountability. Statewide accountability systems have been developed which use student performance data in student, campus, and district performance analysis leading to a determination of the accreditation standing of an individual school district, progress towards statewide educational targets, state data performance reports and performance recognition, incentive and bonus programs. Perhaps the most controversial value-laden use of student performance data is in the area of individual teacher evaluation used for career ladder, merit pay and performance incentives.

Although the majority of states mandate some form of statewide testing of student achievement, the programs vary widely in design. Individual pupil standardized achievement testing, minimum competency testing, sampled assessments at different grade levels and combinations of outcome assessments are used. Minimum competency testing is most widespread: 23 states have centrally directed programs and another 16 allow local options of test content and administration. Standards for passing may be set by state legislators, state education agencies, state boards of education and local education agencies (*Bock & Mislevy, 1986*). Student achievement indicators are used by many states: to develop and support broad education policy; to monitor student, school and/or local education agency performance; to identify students in need of remediation; to regulate grade promotion and/or high school graduation; to evaluate curriculum; to calculate state compensatory aid; and in performance incentive and career ladder programs (*Fiske, 1988; Pollard, 1987; Goertz, 1986*).

Section 5 of the 1987 amendatory act (§13.302) states that the State Board of Education shall conduct a study to determine the most effective means of implementing career ladder assignments that are made on the basis of student achievement in addition to other bases required by law. Part I of the study serves as an orientation to the issues involved in the use of student achievement data for use in the evaluation of the performance of teachers and schools. Issues presented include:

- Educational Indicators,
- Historical Perspective on the Use of Achievement Indicators,
- Accountability Measures in Public Schools,
- Implementation and Measurement Issues,
- Selected Projects Using Student Achievement Indicators in Accountability Systems,
- Selected Projects Using Student Achievement Indicators for Teacher Evaluation,
- Kentucky Special Project on the Inclusion of Student Achievement in Career Ladder, and
- Conclusion.

Educational Indicators

In the context of accountability, educational output indicators such as student achievement and teacher quality have received considerable attention as indicators that reflect the health or performance of educational systems. Educational indicators are the single or composite statistics that reveal something about the health and performance of an educational system that can be readily, reliably and repeatedly obtained (*Davis, 1987; National Center for Educational Statistics, 1985*). The difficulty in creating a system of indicators that adequately reflect educational performance is well documented and includes the need for common definitions, measures that match and reflect the education goals of the system, as well as methods for insuring fairness in making comparisons (*David, 1987; National Center for Educational Statistics, 1985*).

To monitor the educational system, states and local districts are including a mixture of input, process and outcome standards in accountability systems. To monitor the educational system, the following indicators are often considered in accountability systems. Input indicators include the fiscal, physical and human resources available to the education system. Process indicators describe what is being taught and the way it is being taught, and include school, curriculum, teaching, and instructional quality. Output indicators are the results of school on students from different backgrounds and include achievement, participation, attitudes and aspirations (*Pollard, 1987; Shavelson, McDonnel, Oakes, & Carey, 1987*).

For indicators to be useful in improving the quality of education, they must point to strengths and weaknesses as well as sources of explanations. A system of indicators should be able to:

- provide information that describes central features of the educational system;
- measure observed behavior rather than perceptions
- generate data from measures that are generally accepted as valid and reliable;
- provide information about current or potential problems
- provide policy relevant information;
- provide analytic links among important components of schooling;
- provide information that can be readily understood by a wide audience; and,
- be feasible in terms of timeliness, cost, and expertise (*Pollard, 1987; Shavelson et al., 1987; Oakes, 1986*).

At what level such measures are used and the results reported are critical policy components in an accountability system.

Historical Perspective on the Use of Achievement Indicators

The use of achievement testing as an indicator or guarantor of educational quality has been a focus of attention throughout history. In 15th-century Italy, a teaching master's salary was dependent on his student's performance. Throughout Europe in the 19th century, testing of students became associated with the salary of teachers, including a payment-by-results scheme in Britain. In 1888, in Cincinnati, examinations of student achievement were used as the basis for promotion of teachers. Commercial tests and testing emerged after World War I to identify individual learning needs, and to group and compare student performance. The 1960s saw a shift from using the results of standardized tests for policy development at the local level to using the results for policy development at the state and federal levels. The focus of attention during the late 1970s and early 1980s included the use of minimum competency tests for graduation and using average scores of groups of students as evidence of the quality of the educational entity (Madaus, 1985; Salganik, 1985).

Educational research linking teaching behavior to student achievement and the concept of teacher effectiveness has also received considerable attention. Early concerns in the 1950s focused on teacher traits such as appearance, intelligence, leadership, and enthusiasm related to student achievement (presage-product research). The focus of concern in the late 1950s and early 1960s was research related to classroom climate and teaching competencies with an emphasis on the measurement of teacher behavior through systematic classroom evaluation systems. The Coleman report in 1966 shifted the focus to equal education opportunity reforms and input-output research. It was based largely on the results of a standardized test of verbal ability which suggested that teachers and schools had very little effect on student achievement that was independent of their background and social context. During the 1970s, process-product research focused on the process of school learning, curriculum and decision-making with the organization and their relationship to student achievement.

The research on effective schools was of considerable focus during the late 1970s and continues until the present time. The research and reviews look at what is known about the effectiveness of public schools in terms of their ability to promote the average academic achievement of the students they serve. Purkey and Smith (1983) reviewed the research on effective schools and found process measures as important variables of school effectiveness. Edmonds (1983) incorporated input variables as well as process variables in designing and articulating a model for effective schools and included the use of student achievement as the basis for program evaluation. The literature on research on effective schools does yield statements about factors associated with raising students' performance on standardized achievement tests. However, there is a paucity of research related to the variety of forms and processes used to implement school effectiveness programs and the relationship to student achievement. Nonetheless, many schools, school districts, and state departments of education are applying the results of school effectiveness research in an effort to improve student achievement (Good & Brophy, 1986; MacKenzie, 1983; Purkey & Smith, 1983).

Accountability Measures in Public Schools

Accountability for results within school systems is a complex and controversial concern. Barro (1976) states that progress in establishing accountability for results within a school system is likely to depend on two specific kinds of effectiveness information:

- (1) improved, more comprehensive pupil performance measurements; and,

- (2) estimates of contributions to measured pupil performance by individual teachers, administrators, schools and districts (p. 248).

The basic problem in measuring accountability becomes the ability to develop a technique for estimating the contributions to pupil performance of individuals within the educational process (*Barro, 1976*).

Any school system aims at affecting many dimensions of pupil performance. However, in assessing teacher, school or district effectiveness, it is feasible to work only with objectives that are well defined and for which we have some ability to measure output. For practical purposes, educational outcome measures most commonly examined are in two major areas: (1) certain categories of cognitive skills for which standardized validated tests are available and (2) certain affective dimensions such as socialization and self-concept which may be indicated by dropout rates, attendance and incidences of vandalism (*Barro, 1976*).

Evaluating teachers using student achievement indicators is very complex and involves intricate technical problems as well as frequent differences of opinion regarding its validity. Research indicates that the variation in achievement among students is due to a complex interrelationship of student and contextual variables as well as that related to the effectiveness of the teacher. MacKenzie (1983) characterizes five classifications or types of variables in the school environment which may be related to student achievement:

- **Resource variables** within classrooms or curriculum include class size, teacher skills, experience and compensation, and the availability of inservice training, instructional technology, preschool instruction, and compensatory programs.
- **System variables** include school system policy, length in schooling, core curriculum requirements, competency testing, promotion standards, and ability grouping.
- **Process variables** include leadership, comprehensive school improvement curriculum; classroom management and instruction; active, goal directed sensitive instruction, assessment of progress, teacher evaluation, and parent involvement.
- **Climate variables** include the expectation and press for excellence as well as the interaction between process and climate.
- **Context variables** include family background and resources, cultural variations-community opportunities.

The effects of these variables on the validity and reliability of the inferences regarding student achievement and teacher effectiveness need to be fully explored and examined. Cohen (1986) suggests that state assessment systems include *Annual School Profiles* for each school in the state and a set of *Quality Indicators* derived from samples of schools, staff, students, and the public.

The purpose of profiles is to provide basic simple descriptive data on school performance and on those factors which contribute to performance and can be altered by school staff. Three broad categories of data would be included:

- (1) Outcome measures
 - (a) student academic performance
 - (b) teacher and student attendance rates
 - (c) dropout and completion rates
 - (d) performance of students at next level of schooling

- (e) parent and student satisfaction
 - (f) other state goals
 - (g) individual school goals, using locally-designed indicators
- (2) Measures of educational practice
- (a) consensus on school goals
 - (b) instructional leadership (measured by teacher perception)
 - (c) opportunity to learn (allocated time, homework time, course enrollments)
 - (d) school climate (measured by teacher/student perception)
 - (e) teacher participation in staff development
 - (f) collegial interaction among teachers
- (3) Input measures
- (a) school enrollment
 - (b) socioeconomic, racial composition
 - (c) proportion of limited English speaking and handicapped
 - (d) enrollments in categorical programs
 - (e) staff characteristics (education level and certification status)
 - (f) financial resources
 - (g) school expenditure patterns (*Cohen, 1986*).

The profile can become the basis of the development and monitoring of local school improvement plans as well as for the accountability measures needed for state records.

Implementation and Measurement Issues

In using student achievement data, the problem of making valid inferences about teacher effectiveness at the classroom level include a number of measurement considerations. Differential grade and subject matter effects such as effects of student background characteristics and out-of-school experiences related to the acquisition of knowledge in specific content areas need to be explored. Other measurement considerations include: the criterion or model used to measure teacher performance; the stability of classroom level scores from year to year; and the ability differentials across classes such as the concept of comparable student bodies at the classroom level (*Georgia Department of Education, 1987*). Current information on the measurement of educational achievement suggests that it is complex, varied, and reveals ambiguous results that paint a complicated picture (*Congressional Budget Office, 1987*).

A key element in a methodology used for accountability measurement is the determination of how much teachers, principals, administrators, and others have contributed to the measured results. Barro (1976) states that the range over which a teacher, a school principal, or an administrator may be expected to effect outcomes is to be determined empirically from analyses of results obtained by all personnel working in comparable circumstances (p. 250). The accountability system would have to be relative, involving comparisons of educators at various levels, have a wide range of professional competence at each level, enough observations for reliable estimation of the range of teacher and student effects and use appropriate statistical models. Statistical analyses will have to take into account such variables as ethnicity, socioeconomic status and prior educational experiences and progress (*Kirst, 1986; MacKenzie, 1983; Barro, 1976*).

A suggested statistical method for estimating the individual contributions to pupil performances of individual teachers has been a multiple regression analysis of the relationship between pupil performance and an array of pupil, teacher, and school characteristics. A number of dimensions of pupil performance could be measured using standardized tests generated by a program using annual or more frequent administration to pupils at each grade level. The strategy is first used to estimate the amount of performance variation that exists among classrooms after pupil characteristics have been taken into account and then to attempt to attribute the interclassroom differences to teachers, other classroom variables, and school characteristics (*Barro, 1976*). The estimates could then be used to assess the relative effectiveness of individual teachers in contributing to gains in student performance (*Barro, 1976*).

Additional measurement considerations which may effect the ability of a student testing program to make correct decisions about individual teachers' performance might include the following considerations:

- the opportunity for an evaluation procedure must provide every teacher an equal opportunity to demonstrate exemplary performance which may vary depending on the grade and subject;
- the development of procedures to account for differential amounts of time to master specific content ability such as basic mathematic adding skills and skills in reading for inferences and the difficulty in measuring the long term development of skills which may not be measured in year-to-year growth patterns;
- the differences in assessing student achievement in elementary, middle and secondary schools where teachers may be responsible for different and diverse areas of achievement which may or may not have readily available standardized tests.
- the possible use of alternative measures of student achievement scores besides average scores such as gains in the lower half of the class or a percentage of students meeting some level of mastery; and
- the development of procedures to assess student achievement in programs which may pull out students for specific academic remediation areas, programs which may involve team teaching, and programs with extensive use of instructional aides.

The process of producing, distributing, scoring, and analyzing the results of every teacher in a state presents unprecedented administrative and confidentiality challenges (*Georgia Department of Education, 1987*).

Selected Projects Using Student Achievement Indicators in Accountability Systems

The vast amount of literature on effective school and school improvement indicates the importance of the individual school building as the unit of improvement (*Cohen, 1986; Good & Brophy, 1986; MacKenzie, 1983*). The campus and district levels have been used as the unit of measurement in statewide accountability and accreditation systems, as well as in the effective schools movement. At the state level, general indices of educational outcomes and general summaries of educational progress can readily be obtained by aggregating the more detailed assessment figures at the school or district level. By taking into account the background and composition of the student population and resources available to the school systems, states are better able to judge the effectiveness and progress of their campuses and school districts. They are also able to communicate the data on school effectiveness and student progress to the school systems' general public for school and program evaluation and for broad policy decisions (*Bock & Mislevy, 1986*).

California Accountability Program

California, in 1984, established a comprehensive statewide accountability program designed to provide evidence of student performance for the state as a whole and for individual schools. There are three phases of the accountability program:

Phase 1—Quality Indicators and Statewide Targets

The first phase was to identify the measures against which educational progress will be judged and establish goals for statewide improvement. Criteria for establishing the quality indicators include that they:

- stem from overall goals for students,
- lead the instructional program in the right direction,
- are equitable—measure the progress of the below average, average-above average students, compare like student bodies, and
- utilize data that are available across the state.

Phase 2—Performance Report for California Schools

A school's performance report is a single document composed of two parts: quality indicators reported by the State Department of Education and indicators of quality collected locally by schools.

Phase 3—California School Recognition Program

The third phase is to identify and recognize exemplary schools throughout the state and to provide increased public awareness and support for those schools that display and deserve academic distinction.

The Performance Report (Phase 2) provides three different methods for comparing a school's achievements. Information is presented for each quality indicator and shows: how a school compares with itself; how a school compares with all schools statewide; and, how a school compares with other schools having similar student bodies. Quality indicators include results from the California Assessment Program (CAP) reported in quarterlies, attendance rate, instructional minutes per week, dropout and attendance rates and performance scores of the college bound on a variety of achievement measures. To allow for more equitable comparisons, schools are organized into comparison groups composed of schools serving students with similar background (*California State Department of Education, 1987*).

Indiana: The A+ Program for Educational Excellence

As an incentive for learning and achievement at district and individual school levels, some states have developed monetary and non-monetary awards to be based on performance. Indiana passed the A+ Program for Educational Excellence during the 1987 regular session of its General Assembly. Included in this package is a \$10,000,000 appropriation for performance based awards. Individual schools will be recognized and rewarded for demonstrating relative improvement in at least two of four designated areas of achievement. The areas designated by law are:

- student attendance rates;
- educational proficiencies for English/Language Arts;
- educational proficiencies for mathematics; and,
- average scores in each subject area and each grade level in Indiana Statewide Testing for Educational Progress (ISTEP).

Schools showing improved performances in two of the four areas will be eligible for monetary awards. Schools demonstrating improvement in less than two areas will be eligible for non-monetary awards. By law, cash awards may not be used for athletics, salaries, or salary bonuses.

Operational definitions are to be formulated by the Indiana Department of Education for the terms "attendance rates," "relative improvement," "proficiency in English/Language Arts," and "proficiency in mathematics." ISTEP scores and attendance information from the 1987-88 school year will be the baseline data for the awards program, and will be compared with data for the 1988-89 school year in determining the distribution of monetary and non-monetary awards (*Indiana Department of Education, 1987*).

One key to the success of the A+ Program in Indiana will be the built-in concept of accountability that can be demonstrated by student achievement through ISTEP. Purposes of ISTEP include (1) comparing achievement of Indiana pupils to achievement of pupils nationally; (2) identifying pupils who may need remedial classes; and (3) diagnosing individual student needs. ISTEP is a customized version of the California Achievement Test that is both criterion and norm referenced. ISTEP is given in grades 1, 2, 3, 6, 8, 9, and 11 with summer remediation required for those students who score below state achievement standards. Use of ISTEP is prohibited by statute in evaluating the professional performance of individual teachers. Approximately \$4,000,000 has been appropriated for the development of the ISTEP program (*Indiana Department of Education, 1987*).

Achievement Analysis in the South Carolina School Incentive Reward Program

South Carolina's School Incentive Reward Program (SIRP) was mandated by the Education Improvement Act of 1984. The law establishes a reward program for schools and school districts "for exceptional or improved performance for such criteria as achievement gain. . . ." Statewide achievement in South Carolina is measured by the Basic Skills Assessment Program (BSAP) tests, a series of criterion-referenced tests administered in six grades and the Comprehensive Test of Basic Skills, a norm-referenced test administered in five grades.

The matched longitudinal analysis of achievement gain used in the SIRP requires (1) the matching of individual student test data records from 1985 to 1986, (2) the derivation of regression equations to predict 1986 test scores from 1985 scores, and (3) the aggregation of discrepancies between 1986 scores and predicted 1986 scores. The School Gain Index (SGI) reflects an aggregation at the school level, across grades and skills (reading and mathematics), of the discrepancies between predicted and obtained scores of individual matched-case students. Under the SIRP guidelines, schools will reward recipients if their SGI values are positive and reach certain designated thresholds set for each of five school background grouping categories (*South Carolina Department of Education 1987*).

Jackson, Mississippi: Evaluating School Effectiveness Using Disaggregation of Pupil Achievement Data

The Jackson public school district uses disaggregation of pupil performance scores to provide schools with a vehicle for conducting their own school effectiveness evaluations. The underlying question is whether or not school districts are effectively delivering instructions to pupils from all major social groups. The model demonstrates the independent and interactive relationships between social class, gender and race. Criterion measures include standardized test results (CAT) and course grades. The information is used to analyze the progress of all students (*Fortenberry, 1988*).

Selected Projects Using Student Achievement Indicators for Teacher Evaluation

States that mandate the use of student achievement data for assessment of teachers in the career ladder and/or bonus incentive programs, use the data as a single performance indicator among a number of additional evaluation criterion. The criterion generally include performance evaluation, professional activities, and evidence of student achievement. The plans are voluntary, developed locally, and may use a variety of indicators for documentation of student achievement including standardized achievement tests, criterion referenced tests and locally developed measures. A portfolio of materials documenting achievement is submitted, reviewed and evaluated by the principal or other designated staff and teachers meeting the requirements receive the appropriate reward.

Virginia

In 1983, a blue ribbon panel was established to develop a master teacher career ladder design and a pay-for-performance plan. In 1987, 11 school districts out of 136 districts had an Incentive Pay Program. All of the plans are still in the development or early implementation stages and all have different characteristics. Vast differences exist in such factors as the size of awards, the basis on which they are given, the percentage of teachers receiving them, and expectations and responsibilities of recipients (*Brandt & Gansneder, 1987*).

The greatest difference of all among the teacher incentive programs is the means by which teachers are evaluated. In five school districts, student outcome data are an important part of the evaluation system, and in at least one other plan, teachers have the option of presenting such information as part of their evaluation material. In two districts, student outcome data are the sole measure of success for merit pay purposes (*Brandt & Gansneder, 1987*).

In one small rural district, teachers receive a \$600 bonus if at least 75% of their students maintain or exceed their normal curve equivalency score on the relevant SRA tests compared with the scores of the previous year. All teachers will receive the bonus in a school where 75% of the teachers make it.

In the school district where student achievement is the main determiner of merit pay, end-of-the-year achievement scores for an entire school are used in relation to targets established early in the year. Virtually all teachers in the school receive \$400 bonuses if targets are met. The school board sets targets in the fall based on demographic considerations and past test results. Now in its third year of operation, the program has been extended from the elementary to middle schools. The percentages of teachers in the system who had been considered and received merit pay by fall, 1986, were 22% and 17% respectively (*Brandt & Gansneder, 1987*).

Student Achievement Indicators in the Career Ladder in Utah

The Utah Career Ladder System gives a high degree of ownership to the local education agencies who are responsible for the development and implementation of career ladder and performance bonus plans. The plans focus on instructional competency, teacher effectiveness and student progress. Student progress plays a significant role and is a required line of evidence for both career ladder and performance bonus plans. The plans indicate an increased importance on measuring student achievement and student progress through classroom-level techniques rather than through the use of data from standardized achievement tests. Each local district plan uses evidence of student progress as a component to various degrees. Evidence

of appropriate student progress based on standardized tests, teacher-developed tests, criterion-referenced tests, subject matter mastery criteria, and/or performance indicators may be required. A dossier or portfolio containing the information is submitted, approved and evaluated by the principal or other designated personnel (*Utah State Board of Education, 1987*).

South Carolina Teacher Incentive Program

In 1984, the South Carolina Legislature enacted a comprehensive educational reform package which includes a cluster of incentive programs designed to stimulate greater productivity by students, teachers and principals. The Teacher Incentive Program is a voluntary program which features three models administered through the school districts: the Bonus Model, the Career Ladder Model and the Campus/Individual Model.

In the Bonus Model, all candidates must demonstrate a superior record of performance in attendance, performance evaluation, professional service and student achievement. All candidates are required to develop a portfolio of materials which demonstrates superior student achievement during the year. This portfolio includes teacher-assembled, achievement related measures which document a level of student achievement which exceeds expected normative growth. Superior student achievement must also be demonstrated in the Career Ladder and Campus/Individual Model (*South Carolina Department of Education, 1987*).

Kentucky Special Project on the Inclusion Of Student Achievement in Career Ladder

Kentucky's special project on Expected Student Achievement (ESA), implemented during the 1986-87 school year, was funded to address the inclusion of student achievement in Kentucky's Career Ladder Plan. The fourth component of Steps 3 and 4 of Kentucky's Career Ladder Plan called for the evaluation of a teacher "regarding the achievement of his/her student...based on a determination of whether or not the students have been achieving at the expected level" (*Report of Kentucky Career Ladder Committee, 1985*).

The Kentucky Career Ladder Commission, in 1986, signed an agreement with Western Kentucky University to fund a special research and development project on expected student achievement. The purpose of the project was to determine appropriate strategies for including this performance area in a teacher evaluation system. The purpose of the project was to address the following three questions:

1. What sorts of learning outcomes do teachers want for their students?
2. What desired outcomes are common across subject matter areas and grade levels; and, which outcomes are unique to particular subject matter areas and grade levels?
3. When standardized test scores cannot be defensibly used, how do teachers, particularly teachers in nontraditional teaching areas, document the degree to which desired student outcomes are accomplished? (*Redfield, 1987*).

In September, 1986, 26 teachers representing a wide variety of grade levels and teaching areas were selected for participation in the ESA project. The project participants agreed to try a Student Achievement Outcome (SAO) goal setting approach to illustrate: (a) the kinds of student outcomes they work toward and (b) how they evaluate the degree to which those outcomes are attained (*Redfield & Craig, 1987*). Teachers negotiated a set of four to eight Student Achievement Outcome goals with their principals. Using a 5-point scale, each teacher and principal negotiated agreement on: (a) the educational significance of each goal,

(b) the difficulty of attaining progress toward each goal, and (c) the degree of relationship between each goal and the documentation proposed by the teacher for demonstrating progress toward the goal. The teachers worked toward their goals throughout the project year and met with their principals to negotiate agreement concerning the degree to which each student achievement outcome goal had been met (*Redfield, 1987*).

Participants included at least one goal from each of the following categories: (a) academic outcomes that are specific to the subject matter area in which a teacher teaches, (b) academic outcomes that are nonspecific or general and cut across subject matter areas, (c) nonacademic outcomes that are specific to an individual teacher's learning situation, and (d) nonacademic outcomes that are nonspecific or general and that seem to be valued by most teachers (*Redfield, 1988; Redfield, 1987; Redfield & Craig, 1987*).

Dr. Doris Redfield (1988), in her discussion on the results of the ESA study, suggests the following if a program is to be designed and implemented:

- Determine if a relatively large number of teachers and principals, given adequate training and support, are able to negotiate SAO goals and appropriate assessments for goal attainment.
- Determine if this relatively large number of teachers and principals could provide a sufficient variety of SAO goals and assessment techniques for the development of a menu from which core goals and assessment techniques could be validated against professional consensus.
- Determine the role of "specific" (vs. "general") goals as defined by the ESA project, in the evaluation system.
- Determine the number of teachers with whom principals or other supervisors/evaluators could reasonably work.
- Test a system for taking SAO goal significance and difficulty into account.
- Determine the degree to which the process is able to differentiate good teachers from the best teachers.
- Develop and test an appeals process.
- Determine how to provide school personnel with the ongoing support needed to maintain development efforts to enhance SAOs.
- Develop and test instruments for specifying, documenting, and evaluating SAO goals.
- Develop and test training programs for teachers and the supervisors responsible for assisting and/or evaluating them (p. 12, 13).

Conclusion

The development of an accountability system to include performance-based outcome indicators is both highly complex and highly controversial. A state system could have at least three broad purposes: the development and revision of educational policy, mobilizing and sustaining political support for the momentum of the education reform movement, and improving education quality. In order to develop policy initiatives, data are required which assess the effectiveness of the education system in meeting state goals and describe the nature of current education practices that affect goal attainment (*Cohen, 1986*).

The need for extensive pupil performance measurement is an important aspect in establishing accountability for results within school districts and with teachers themselves. However, a great deal of con-

sideration of the measurement and management issues related to the use of student achievement as a measure of teacher performance needs to take place. The Georgia Department of Education (1987) has developed the following set of questions to be discussed and answered in conjunction with the development of an evaluation system.

- Question 1: What performance is a teacher to be held accountable for?
- Question 2: What measurement methods, types of tests, and data analysis techniques are needed to account for variations of students and conditions across classrooms?
- Question 3: What reliable student achievement expectations can be developed at the system, school, and individual teacher levels? Would gain scores provide appropriate data for these purposes?
- Question 4: How can achievement tests be structured so that teachers' instructional range is expanded rather than restricted?
- Question 5: How severe a threat do practice tests and coaching pose for test and evaluation validity? What program management procedures might decrease the potential for such outcomes?
- Question 6: Does the potential exist to foster cooperation or competition among teachers? If decisions about teachers were to be made on a normative basis, what might be the implications?
- Question 7: How can we ensure test integrity in the face of strong financial and professional incentives to deviate from sound testing practice? How can valid test outcomes be assured?
- Question 8: How can we maximize the reliability of the test while minimizing the amount of time individual students must devote to test-taking?
- Question 9: How can the competing needs of individual classroom assessment (specific instructional objective-test objective match) be reconciled with the needs of school-and-system level assessments (broad curriculum objectives)? What are the measurement and procedural implications of a matrix sampling plan? (p. 18).

To be useful for educational improvement, indicators should provide adequate measures of those aspects of schooling deemed important and have a direct connection to the content and quality of instruction. David (1987) suggests the following five organizational factors that can help policymakers use data to make decisions:

1. a climate that supports planning and use of data;
2. a commitment to improvement by district leaders;
3. a stakehold and involvement in designing the data system;
4. technical expertise and data system support; and,
5. an action system and resources for change (p. 13).

Cooperative planning among policymakers, analysts, and educators at all levels is needed to develop an accountability system useful in improving the quality of education.

PART II:

Planning Activities

In order to meet the mandate of House Bill 173, 70th Legislature Second Called Session, for the State Board of Education to conduct a study to determine the most effective means of implementing career ladder assignments that are made on the basis of student achievement in addition to other basis required by law, the following activities were undertaken:

- A research study, *Student Achievement as an Indicator of Teacher Effectiveness*;
- A meeting with Professional Organizations on *The Use of Student Achievement Indicators in Teacher Evaluation*;
- A meeting with national experts on *The Use of Student Achievement Indicators in Teacher Evaluation*;
- Student Learning as a component in the development of the Master Teacher Appraisal System; and,
- Consultation with experts throughout the country.

The activities were designed to include information and resources available throughout the country. Nationally recognized experts and representatives from professional education associations contributed information included in the study.

Student Achievement as an Indicator of Teacher Effectiveness

A highly controversial and complex component in the measurement of teacher, campus and district effectiveness is the use of student achievement data as an indicator for accountability. Perhaps the most complex use of student achievement data is in the area of teacher evaluation used for career ladder, merit pay and performance incentives. The research study focuses on the following topics:

- **Research** on the use of student achievement measures as an indicator of teacher effectiveness including research on the interrelationship of teaching behavior and student achievement; the effective schools movement; and selected accountability projects at the state, district and local levels which have included student achievement indicators in teacher evaluation.
- **Accountability and measurement** issues including the interrelationship of input, process and outcome variables; the measurement methods, types of tests, and data analysis techniques needed to account for variations in students and conditions across classrooms; estimates of contributions to measured pupil performance by individual teachers, administrators, schools and districts; and the use of appropriate statistical models and analyses of data at the individual teacher campus and district levels.
- **Implementation** issues including the **fiscal concerns** of developing and analyzing pupil performance measurements for every teacher in the state; the **administrative concerns** involving coordination between the state agencies, local school districts and classroom level for data collection, submission and analyses; and the **legal ramifications** including challenges to the reliability and validity of achievement

measures, equity and equal opportunity challenges; and parental involvement in student placement in individual classrooms.

- **Three options to consider** including: the use of student achievement data aggregated and analyzed at the campus level to be used as a component in the career ladder; the use of a state designed and mandated student achievement goal assessment process as an additional domain on the TTAS; and the use of statistical analyses techniques with standardized student achievement scores collected and analyzed for each student to be used as a component in the career ladder.

An extensive annotated bibliography, used for this study, is attached in Appendix H.

Meeting with Professional Organizations

Representatives from ten professional organizations were invited and attended a meeting held on April 12, 1988, discussing the use of student achievement indicators in teacher evaluation. Concerns voiced included the topics of equity, measurement and evaluation, legal ramifications for teachers, school districts, students and parents, and implementations and administration. Organizations were invited to submit position papers on the topic. The agenda and list of organizations are attached in Appendix A and B.

Meeting with National Experts

Texas Education Agency staff met with a panel of national experts on July 11, 1988. Discussion topics included measurement and implementation concerns on the use of student achievement indicators in the career ladder. The consultants developed and submitted a synopsis of their views. The agenda, list of experts, and synopsis are attached in appendix C, D, and E.

Student Learning and the Master Teacher Appraisal System

Student learning has been included in the suggested duties and the job relatedness survey for the Master Teacher, Career Ladder Level IV. The Master Teacher Advisory Committee in cooperation with Texas Education Agency staff will review, expand and revise this component as the development process continues.

Consultation with Experts

Texas Education Agency staff met with administrators and evaluators from a variety of states and the U.S. Department of Education at the Southern Regional Education Board conference on the use of student outcome indicators in career ladder and performance incentive programs. Consultation continues on a regular basis with personnel throughout the country in an effort to obtain current useful information. The agenda and list of participants are attached in Appendix F and G.

PART III:

Student Achievement Data In Career Ladder: Three Options to Consider

As concern about the quality of public education grows, policymakers at the local, state, and national levels have increasingly used student achievement indicators as a basis by which to make decisions. Achievement indicators have been used to provide information to the public about what schools are doing and to provide information to the schools about what the public wants (*Benveniste, 1984*).

Bock and Mislevy (1986) have classified the uses of information on student attainment in five broad decision-making areas: management, policy, research, guidance, and evaluation. They have also included the student attainment data and information needed for each decision area as described in the following table.

Table 1
Summary of Information Uses

Categories of Decision-making Activities	Student Attainment
Management	Monitoring student attainment in programs, schools, and school systems. Managerial decisions can utilize measures of attainment at the classroom or school level. They need much the same level of detail as evaluation studies. Resistance to teaching-to-the test is vital in this use. This information need is better served by assessment methods than by individual student achievement testing.
Policy	Judging the overall progress of an educational system, or its main components, for purposes of formulating legislation and allocating resources. Policy decisions can utilize statistics of attainment aggregated to the district or state level. They do not require the level of detail needed in program evaluation or school management. The required information can be obtained equally well by achievement testing or by assessment results summarized in broad areas of proficiencies or subject matter.
Research	Secondary studies of the conditions and background variables that influence student attainment. Statistical methods in educational research typically depend upon accurate scores for individual students. The existence of widely used, well-defined scales for reporting results greatly facilitates such studies. Student achievement testing based on standardized measures has traditionally served this purpose.

Table 1
Summary of Information Uses *continued*

Categories of Decision-making Activities	Student Attainment
Guidance	Counseling, placement, promotion, and certification of individual students. Each requires accurate test scores in at least the main areas of proficiency and subject matter in the curriculum. Standardized achievement testing is a main source of this information.
Evaluation	Choosing among competing curricula, instructional programs, or educational materials. These choices require information on the performance levels of groups of students pursuing alternative programs or using different materials. Matrix sampling assessment, making minimal demands on student testing time, provides this type of information at the group level, but scores for individual pupils are not available by this method. (pp. 13, 14)

David (1988) describes the use of educational indicators as constructive when they can capture the quality of instructional practices, the quality of what goes on in the classrooms and when they are used by policy makers who are committed to school improvement. When combined with additional sources of information, a system of indicators can encourage district and school staff members to ask important questions about instruction and current practices, to develop long range planning strategies, to implement and evaluate innovative teaching and management strategies and contribute significantly to educational improvement (David, 1988).

The focus of this paper is to present an analysis of three options to consider in the use of student achievement indicators in teacher evaluation and career ladder. The options were designed to include a variety of lines of evidence to document student performance and take into account the information and decision-making needs at the campus, district and state levels. The options include student achievement as an additional component in the career ladder or in the Texas Teacher Appraisal System (TTAS) and offer implementation options at the local and state agency levels.

The options are as follows:

- | | |
|------------|--|
| Option One | The inclusion of student achievement data as an additional required component in career ladder advancement through the development of a local district component plan which requires specified elements and designated indicators of evidence for documenting student achievement. |
| Option Two | The use of student achievement data in an individual teacher goal assessment documentation process to be used as an additional domain in the TTAS. |

Option Three

The use of statistical analysis techniques with data from standardized student achievement instruments to be used as an additional component in the career ladder.

Included in each option are: descriptions and variations in the process; design, measurement and implementation concerns; legal and financial implications; and, advantages and disadvantages. The options are not exclusive and may be used individually or in combination with the other options.

Option One

Option One provides for the inclusion of student achievement data as an additional required component in career ladder advancement through the development of a local district component plan which requires specified elements and designated indicators of evidence for documenting student achievement. The system provides for a high degree of ownership and flexibility to the local education agency who is responsible for the development of the local student achievement career ladder component. Local autonomy, conditions, needs and priorities can be reflected in each district's component.

The component plan would be developed by a local career ladder committee convened for this purpose and would reflect cooperative action among school administrators, educators, the local school board and parents. The committee would decide on the required degree or percentage of importance for the student achievement component for career ladder advancement within a range specified by the state.

The student achievement component would include the goals for student achievement at the district and/or individual campus levels, specifying evaluation criteria for teachers. The plan would provide clear explanations of the factors to be evaluated and the types of criteria to be used in the evaluation. Evidence of student achievement could be documented by standardized tests, teacher-developed tests, criterion-referenced tests, subject matter portfolios, or other appropriate measures. Student progress would be documented and reviewed annually by designated evaluators, administrators, or committees.

Option One A

This option provides for the development of a standardized statewide process and form for the student achievement component designed to accommodate all required elements while giving latitude and flexibility for local priorities and needs. The component would be developed and approved at the local level, documented on the required form and submitted for approval to the state agency. The student achievement component information could be collected and analyzed as needed by the district and state to provide a comprehensive picture of student performance.

Option One B

This option also provides for the development of a required standardized process and format; however, the plan would not have to be submitted to the agency for approval. The component would need to contain all required elements and would be included as an area to be monitored in the performance-based accreditation process. The state would also have the flexibility to request the component information on an as needed basis to provide information and documentation on student performance throughout the state.

Option One

Advantages and Disadvantages

The inclusion of student achievement data as an additional required component in career ladder advancement through a district-developed plan which requires specified elements and designated indicators of evidence for documenting student achievement.

Advantages	Disadvantages
School personnel at all levels could be involved in the design of the district plan setting goals and expectations as well as acceptable lines of evidence for student achievement. District and campuses could concentrate on specific areas of student achievement which may be of particular relevance to their district. The plan could serve as an incentive for improvement of student achievement and foster cooperation among school personnel toward campus goals and school improvement efforts. The plan could take into account a variety of teaching styles and arrangements as well as classroom, campus and district restructuring innovations. Justification for reform, teacher and school incentive programs are difficult to document without quantifiable measures of student achievement.	The development of a local plan and analysis procedures would require additional financial and personnel resources at the local and state level to support the program. There may be an extensive need for technical assistance and training for teachers and administrators in developing local plans, and in designing and evaluating lines of evidence for student achievement. If district plans are approved at the state level, additional state agency personnel would be required for plan approval and technical assistance.

Option Two

Option Two provides for the use of a state designed and mandated student achievement goal assessment process to be developed by each teacher and administrator team and used as an additional domain in the TTAS. The teachers and administrator team would develop and document a number of student outcome goals for individual students and groups of students and the evaluation design to ascertain the degree to which the outcomes are attained. A review committee at the campus or district level would review each plan and provide assistance when necessary.

Goals would include general and specific academic and nonacademic performance objectives accomplished over a short, mid, or long-range time span. Academic outcomes include those usually thought of as cognitive in nature. Nonacademic outcomes include attitudes and affects which manifest themselves in behaviors. Each teacher and his/her administrator would negotiate agreement on: the educational significance of each goal; the difficulty of attaining progress toward each goal; the degree of relationship between each goal; and, the documentation proposed by the teacher for demonstrating progress toward the goal. A scoring system and standards would be developed by the state. It would also allow an option to use differentiated expectation standards for career ladder levels three and four.

The process would look at teacher productivity as demonstrated by evidence that the students teachers are assigned to teach are making substantial progress. This progress is related to the academic and behavioral goals and objectives in the classroom. The process is highly dependent upon decisions made by teachers and their administrators and provides a mechanism for encouraging and supporting professional development, teacher productivity, and student learning.

For the process to be designed and implemented the following concerns would need to be addressed:

- determine if a relatively large number of teachers and administrators, given adequate training and support, are able to develop, negotiate and evaluate goals;
- determine the degree to which the process would be able to differentiate among teachers;
- develop and field-test instruments for describing and documenting achievement goals and assessment techniques which could be validated by professional consensus;
- develop a scoring system for taking achievement goal significance, difficulty and attainment into account; and,
- develop and field-test an appeals process at the local level when there is disagreement on the achievement goal setting process.

Option Two

Advantages and Disadvantages

II. The Student Achievement Goal Setting Process

Advantages	Disadvantages
Allows teachers to design achievement goals taking into consideration individual student and class factors. May include measurement of nonacademic outcomes which are important in the schooling process. Student achievement test scores can be used in a fair manner when appropriate. This process may gain more acceptance by teachers. Can address courses for which standardized instruments are not usually available.	Appropriate training and background in the process may not be readily available. Research is not available which documents the relationship between the process and student achievement. Time spent by teachers and administrators in the process may become burdensome. Difficulty to establish statewide minimum standards. Potential for paperwork/document production is high.

Option Three

Option Three provides for the use of statistical analysis techniques with standardized student achievement scores collected and analyzed for each student at the state or local level. Results could be reported by the state to the school district or the district could submit a local plan for data analysis. The information could be used as an additional component in the career ladder process. Techniques most frequently used include a simple gain score method, comparisons between actual and expected gain scores and multiple regression procedures with selected variables. The process of developing, scoring, and analyzing achievement data for every student and teacher in the state presents unprecedented financial, administrative, and legal challenges at both the state and local levels.

Option Three A

The state would develop and mandate state administered pre-tests and post-tests at times mandated by the state. Instruments would be scored and analyzed by the state using a selected statistical technique and taking into account socioeconomic and language variables. The results would be categorized and standards developed for acceptable achievement levels for the subject areas. The information would be reported back to the district for use in current career ladder decisions.

Option Three B

The state would develop a list of acceptable standardized achievement instruments for each subject and grade level. The district would select and administer the instruments and analyze the data. The results would be categorized and standards developed for acceptable achievement levels by the district. The district would use the data in its career ladder decisions. The state could require a proposal with all relevant data for the process to be submitted and approved by the state. Components of the process could be monitored through the accreditation or compliance monitoring process.

Option Three

Advantages and Disadvantages

Use of Statistical Analysis Techniques with standardized student achievement scores: Simple Gain Score Method, Expected Gain Score, Multiple Regression Procedures.

Advantages	Disadvantages
May be used where standardized tests are available in areas such as reading and arithmetic with regular students. Data may be incorporated into state performance-based accreditation process. Data could be provided to teachers and schools for diagnostic and improvement purposes, as well as to design teaching strategies. Real changes are often tied to positive rewards and negative sanctions for documented performance.	All teachers do not teach subjects measured by annually mandated achievement tests. Achievement measures and analysis would need to be developed for teachers who work outside the norm, team teach, use aides, or serve students on an itinerant basis. Achievement tests measure only certain dimensions of the learning process. Complexity of analysis at the classroom level may make it impossible to account for intervening variables.

Discussion

Policymakers face a number of major dilemmas in designing an accountability system that maximizes the usefulness of the information collected and minimizes the burden. The Office of Educational Research and Improvement, U.S. Department of Education, State Accountability Study Group (1988), states the following considerations as important in the design of a fair and equitable system:

- balancing oversight and improvement;
- determining the appropriate level of accountability;
- balancing statewide comparability with local ownership;
- expanding the alternatives to traditional standardized tests; and
- making fair comparisons.

These considerations are especially important in designing a system that relates student achievement outcomes to teacher effectiveness and career ladder status.

Each option presents a different approach and has advantages and disadvantages associated with it. Each also provides a set of challenges as matching teacher and student performance is a difficult and complex task. Each option will be analyzed with its relative strengths and weaknesses and the degree to which it can be implemented in a valid, fair and equitable manner. Emphasis will be placed on the considerations of: oversight and improvement; the appropriate level of accountability; local ownership; alternatives to standardized tests; and, the assurance of a fair and equitable system.

Discussion of Option One

Option One provides for the inclusion of student achievement data as an additional required component in career ladder advancement through the development of a local district component plan which requires specified elements and designated indicators of evidence for documenting student achievement. This process approach is designed to provide a high degree of ownership at the local level.

A major advantage of this option is the flexibility of the district to design the student achievement component to reflect the unique needs of the campus and district. The component could be related to the school improvement goals of each individual campus as well as to the district as a whole. Student achievement indicators could include standardized tests, criterion referenced tests, teacher-made tests, parent and student survey responses, subject matter portfolios, or other specified lines of evidence. The focus could be on basic skills, critical thinking skills, specific subject matter areas or whatever is deemed important by the career ladder committee convened for this purpose.

This option, however, would necessitate an extensive resource and capacity commitment by the local district. The district would need the personnel resources necessary to develop a fair and equitable system using multiple indicators of student and school performance by which to evaluate teacher effectiveness. Local school districts are not typically in a position to provide funding for the research and development efforts needed for this component or the ongoing staff resources for the effective administration of the program.

This option would also require additional resources and capacity at the state education agency level. If the districts were required to produce student achievement component plans developed using standards required by the state, the plans would need to be submitted to the education agency for approval. These

would be analyzed and technical assistance offered if the plans needed revision. To fairly and adequately review components from over 1,000 school districts in the state would require tremendous training and expansion of agency staff.

An additional consideration for this option is the necessity to redesign the career ladder to include the student achievement component. A system would need to be developed to determine the extent and degree to which the student achievement component could be weighted in relation to performance on the Texas Teacher Appraisal System and higher education coursework requirement. This system could range from a statement by the district affirming that the teacher met the achievement goals to an elaborate point system developed by the districts which indicates the degree to which the teacher met the goals. Levels for movement to a higher career ladder level and standards for maintenance would need to be specified.

Discussion of Option Two

Option Two provides for the use of a state designed and mandated student achievement goal assessment process to be developed by each teacher and administrator team and included as an additional domain on the TTAS. The process would focus on the definition of student achievement in terms of what is valued for the particular population being served, the particular circumstances present at the local level, and in each classroom. It would focus on the professional expertise of teachers and campus/district administrators and their ability to make judgments and decisions regarding appropriate achievement expectations for each individual child in their particular classroom, campus, and district setting.

This option has a number of advantages as it: emphasizes ownership and decision-making at the classroom and campus level; expands the alternatives to traditional standardized tests; and can serve as a basis for classroom and school improvement. It also provides for obtaining agreement among educators as to what particular students are to learn given their circumstances. It allows for the careful determination and definition of what is to be assessed and the selection and development of assessment approaches that match the agreed upon definition of student achievement.

This option requires extensive planning, training, and technical assistance in both the development of the process at the state level and the training for local school district personnel in the design and implementation of the system. Teachers and supervisors would need technical assistance in the goal development process as well as in the process of setting scoring standards. The review team at each campus or district would need additional training on the evaluation and review of the achievement documentation process ensuring a fair and equitable system.

Although data would be available to the state agency as to the degree and extent to which this domain was met in the TTAS, it would be difficult to analyze comparability regarding student achievement goals across districts. This data or information should be used in conjunction with other achievement data collected by the state to provide a comprehensive picture of student progress in each district.

Discussion of Option Three

Option Three, the use of statistical analysis techniques with standardized achievement test scores, is the most controversial of the options and has numerous disadvantages associated with it. The use of student achievement gains on standardized tests tied to teacher evaluation was the subject of a class action law suit filed in 1986 by the St. Louis Teachers Association. Student achievement gains were being used as a major criterion for evaluating teachers as satisfactory or unsatisfactory. An unsatisfactory rating could

result in probationary status and lead to termination (*Berk, 1988*). A tentative settlement in the lawsuit was reached early in 1988. As part of the settlement, it was agreed to use score gains as part of the evaluation process and establish teacher participation in the development of criterion-based tests. In October, 1988, the St. Louis Board of Education voted to suspend for one year the controversial use of student tests scores in teacher evaluations (*National Education News, October 19, 1988*).

There are a number of measurement concerns related to the use of standardized tests scores and teacher effectiveness and on the appropriateness of the classroom as the level of data aggregation. The Expert Panel (Appendix D), stated that there are many technical and practical constraints in using student achievement data for career ladder decisions. Technical constraints include the problems of making valid inferences using standardized test data about teacher effectiveness at the classroom level. The experts further stated that the reliability and predictability of the data from standardized tests increase as one aggregates up from the classroom level to grade, school, or district level. They also discussed the difficulty in making causal relationships between student outcomes and teacher behavior and that an extraordinarily sophisticated research design that would equate or control for many input and process variables would be a necessity.

Berk (1988) lists at least 50 factors that can influence a teacher's effectiveness which are beyond his or her control. The 50 factors fall into four categories: student characteristics, school characteristics, test characteristics, and pretest-posttest design characteristics. Student characteristics which can positively or negatively effect student achievement fall into seven types: intelligence, attitude, socioeconomic level, race/ethnicity, sex, age, and attendance. School characteristics include variables related to school conditions, school services, facilities, staff, expenditures, climate, teacher background and personal characteristics, and teacher assignment and attitude variables. Text characteristics relate to types of achievement tests, curricular and instructional validity, and the test score metric. Pretest-posttest design characteristics include: gains due to history, maturation level of students, statistical regression, mortality, interactions with selection, and multiple sources of invalidity. The net effect on student achievement of all of these factors cannot be attributed to the individual teacher or classroom instruction (*Berk, 1988; Glasman & Biniaminov, 1981*).

Conclusion

The development of an accountability system useful in improving the quality of education requires cooperative planning among policymakers, analysts, and educators at all levels. A highly controversial and complex component in the measurement of teacher effectiveness is the use of student achievement data as an indicator for accountability. Perhaps the most controversial and value-laden use of student performance data is in the area of individual teacher evaluation used as a means of implementing career ladder assignments.

Option Three, the use of standardized achievement test data aggregated at the classroom level, therefore, is **not** recommended as it: creates tremendous measurement concerns in the area of making fair comparisons; is not a valid or reliable level for data aggregation of standardized test scores; is more likely to be the object of a lawsuit; does not balance oversight and school or classroom improvement; and, does not balance statewide comparability with local ownership. This option would also necessitate a tremendous financial commitment for the development, administration, and analyzing of achievement test scores for the approximately 3.5 million students and 170,000 teachers in Texas schools. Standardized subject matter achievement tests would need to be developed and validated for all subject areas for all grade levels taught in the elementary and secondary schools.

Options One and Two provide for local ownership at the district level and allow flexibility in the design of the student achievement component to reflect the unique needs of the campus and district. Both options would also require additional resources and capacity at the local and state agency level to design and implement a fair and equitable system.

Option Two, the goal assessment documentation process, allows for the careful determination and definition of what is to be assessed and the selection and development of assessment processes. It focuses on the professional expertise of educators and their ability to make judgments regarding appropriate achievement expectations and documentation for each individual child in their particular classroom, campus, and district setting. It allows for oversight by the state at the same time as providing for a balance between statewide accountability needs and the need for local ownership and involvement.

Creating a responsive and responsible system for the inclusion of student achievement data in the evaluation of teachers for career ladder assignments is a difficult and complex task. The creation of a fair, equitable, and sound system will allow policymakers, educators, and the public to know how well their students are doing and how to help them do better in the future.

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APPENDIX A
Professional Organizations
The Use of Student Achievement
Indicators in Teacher Evaluation

Texas Education Agency
Division of Teacher Education

April 12, 1988

9:00 a.m. - 12:00 p.m.

Agenda

Purpose of Meeting: To discuss the use of student achievement indicators in teacher evaluation.

Section 5 of the 1987 amendatory act (§13.302) states: "The State Board of Education shall conduct a study to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement in addition to other bases required by law. The board shall report the results of the study to the 71st Legislature not later than January 1, 1989."

- | | |
|---------------|--|
| 9:00 - 9:30 | Overview of the Use of Student Achievement Indicators in Teacher Education |
| | . Educational Research |
| 9:30 - 10:00 | Student Achievement Indicators and the Career Ladder |
| | . Level IV, The Master Teacher |
| | . Inclusion in Career Ladder |
| 10:00 - 10:30 | Measurement Issues |
| | . Statistical Concerns |
| | . Design and Administration |
| 10:30 - 10:45 | Break |
| 10:45 - 11:15 | Implementation Issues |
| | . Selected Models |
| | . State Options |
| | . Local Options |
| | . Training |
| 11:15 - 12:00 | Suggestions from Professional Organizations |
| | . Position Papers |

APPENDIX B
Professional Associations Invited
and Represented on April 12, 1988

The Use of Student Achievement

Indicators in Teacher Education

Texas Classroom Teachers Association
P. O. Box 1489
Austin, TX 78767

Texas Elementary Principals and Supervisors Association
501 East 10th Street
Austin, TX 78701

Texas Federation of Teachers
1515 Capitol of Texas Highway South
Suite 404
Austin, TX 78746

Texas State Teachers Association
316 W. 12th Street
Austin, TX 78701

Association of Texas Professional Educators
7715 Chevy Chase Drive, Suite 210
Austin, TX 78752

Texas Association of Secondary School Principals
1833 South IH 35
Austin, TX 78741

Texas Association of School Administrators
1101 Trinity Street
Austin, TX 78701

Texas Association of School Boards
400 East 11th Street
Austin, TX 78767

Texas Association of Community Schools
1011 San Jacinto Blvd., Suite 500
Austin, TX 78701

Texas Association of Supervisors and Personnel Administrators
Mr. Rafael Madrid, Director of Personnel
Lubbock Independent School District
806/766-1000

APPENDIX C
Expert Panel:
The Use of Student Achievement
Indicators in Teacher Evaluation

Texas Education Agency
Division of Teacher Education

July 11, 1988

8:00 a.m. - 4:00 p.m.

Agenda

Purpose of Meeting: To discuss the use of student achievement indicators in teacher evaluation.

Section 5 of the 1987 amendatory act (fl3.302) states: "The State Board of Education shall conduct a study to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement in addition to other bases required by law. The board shall report the results of the study to the 71st Legislature not later than January 1, 1989."

8:00 - 12:00	Overview of the Use of Student Achievement Indicators in Teacher Education
	. Educational Research
	Measurement Issues
	. Statistical Concerns
	. Design and Administration
	Student Achievement Indicators and the Career Ladder
	. Inclusion in Career Ladder
12:00 - 1:00	Lunch
1:00 - 2:30	Implementation Issues
	. Selected Models
	. State Options
	. Local Options
	. Training
2:30 - 4:00	Suggestions from panel

APPENDIX D
Student Achievement Expert Panel
for July 11, 1988 meeting

Dr. Jason Millman
301 Robert Hall
Cornell University
Ithaca, NY 14853

(W) 607/255-7704

Dr. Tom Fisher
State Dept. of Education
506 Knott Bldg.
Tallahassee, Florida 32339

(W) 904/488-8198

Dr. Bill Mehrens
462 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

(W) 517/355-9567

Dr. Doris Redfield
U.S. Dept. of Education
555 New Jersey Ave. NW
Washington, DC 20208

(W) 202/357-6026

Dr. Joyce Adams
Evaluator, Office for
Research & Measurement
6531 Boeing Drive
El Paso, TX 79925
(W) 915/779-3781

Dr. David Splitek
Associate Superintendent
San Antonio ISD
141 Lavaca St.
San Antonio, TX 78210

(W) 512/299-5500

SEP 23 1988
Div. of Tea. Ed.

September 20, 1988

Dr. Marianne Vaughan
Education Specialist
Division of Teacher Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Marianne:

Two of the other consultants have provided me with comments on the draft paper. They were of an editorial variety and I have incorporated them into the paper. I have retyped the paper and it is enclosed. I have removed "draft" from the top of the paper.

Because the draft was done in a hurry to get it to Susan at a meeting we had in Georgia, it contained a fair number of typos. I thereby request that you replace the original draft with the enclosed copy. I do hope the original draft had not received wide circulation. However, please do replace all copies of the draft.

Please send this "final" version of the paper to all the consultants (I do not have all their addresses).

If you have any questions, please call or write.

Sincerely,
William A. Mehrens
William A. Mehrens
2193 Butternut Drive
Okemos, MI 48864

APPENDIX E
Summary of the Expert Panel's Comments at the
Texas Education Agency Conference on
"The Use of Student Achievement Indicators in Teacher Evaluation"

July 11, 1988

This document summarizes the comments made by six consultants (Joyce Adams, Tom Fisher, Bill Mehrens, Jason Millman, Doris Redfield, and David Splitek) at the one-day conference mentioned in the title. This document has been written by Mehrens. A previous draft has been reviewed by two of the other consultants as well as TEA staff.

Prior to the conference the consultants were sent an orientation paper written by Dr. Marianne Vaughan (staff person in the Division of Teacher Education). This paper was a good summary of the issues involved in the use of student achievement data for use in the evaluation of the performance of teachers and schools. In addition, it contained summaries of selected projects currently investigating the use of student achievement indicators for educational accountability. This paper did a very good job of raising important issues and generally serving as an orientation for the discussion at the one-day meeting.

At the start of the meeting TEA staff made some opening remarks and set the stage for the discussion to follow. We were given some background on the career ladder levels, the Texas Teacher Appraisal System (TTAS), the Master Teacher Appraisal Advisory Committee, and other relevant variables. We understood that the department must study "the most effective means of implementing career ladder level assignments that are made on the basis of student achievement." We were to keep that mandate in mind during our discussions.

Based on the orientation paper prepared by Dr. Vaughan, the staff prepared a draft outline listing three possible options for using student achievement indicators in teacher evaluation. Prior to discussing those options and others that were raised during the one-day meeting, we would like to make some general points.

General Views of Consultants

It should be pointed out that the four consultants from outside the state are all well known nationally as friends of testing in education. All recognize the values of testing in education and have promoted the better use of tests. The two in-state consultants are also measurement experts who generally are favorable to the value of educational measurement. All the consultants believe it is appropriate to hold teachers accountable over those variables under their control. However, it is inappropriate to blame teachers for all inadequate learning by students because the teachers are not in control of all the variables that influence student learning. This brief background is presented here because as a group we have some very serious reservations about using student achievement test data for purposes of determining the career ladder status for individual teachers. We wish it to be clear that our reservations are not due to generally negative feelings about the importance of teacher accountability, the value of career ladders (this was not considered by our group), or the use of achievement tests for educational decision-making.

All the consultants recognize that there are many technical and practical constraints in using student achievement data for career ladder decisions. We recognize that some of the constraints can be overcome, in part, by using appropriate (and fairly sophisticated)

technically/methodological procedures. (For example, one could statistically adjust for some of the variations in student abilities and backgrounds.) Nevertheless, some very real concerns would remain about the validity of the data for inferring teacher effectiveness no matter how sophisticated the procedures used for gathering and statistically adjusting the data.

In using student achievement data, it was generally agreed that the problems of making valid inferences about district effectiveness were less serious than the problems of making valid inferences about school effectiveness which, in turn, were less than the problems of making valid inferences about teacher effectiveness at the classroom level. The reliability and predictability of the data increases as one aggregates up from the classroom level to grade, school, or district level.

It was agreed that there are problems in making inferences about student achievement, and even greater problems in making inferences about what causes that achievement level when we use "high stakes" tests. If teachers' career ladder levels depend, in part, upon student achievement on tests there is the possibility that instruction will be conducted so that the test scores go up. But the type of instruction may be such that it is no longer possible to infer from the test scores to achievement in the domain that the test samples. Any test (with the possible exception of some minimal competency tests) is composed of test questions that represent only a small sample of the questions that could be written on the objectives tested. Further, the objectives tested are, in turn, only a sample of the broader set of objectives to which we wish to infer. If instruction focuses too specifically on the questions

or the objectives that are actually tested rather than the broad domain of achievement, then the level of achievement on the test no longer represents achievement on the broader domain. THUS, ANY ACHIEVEMENT TEST USED FOR MAKING DECISIONS ABOUT CAREER LADDERS WOULD HAVE TO BE SECURE AND ADMINISTERED IN A PROFESSIONAL MANNER.

The above paragraph is not meant to belittle the technology of measuring student achievement. Clearly the consultants believe that the technology of measurement is sufficiently advanced to assist interested parties in determining how much of a domain of subject matter content has been learned. However, when the data are to be used for summative evaluation of educators, there is an increased danger of drawing invalid inferences about the level of student achievement.

Even if the level of student achievement is measured correctly and the ability to draw inferences to a broader domain of content than that sampled on the test is possible, it does not follow that one can necessarily make causal inferences regarding who is responsible for high or low levels of achievement. But making any decision regarding teacher rewards (e.g., career ladder) based on student achievement would be unfair unless the teacher was, in fact, responsible for the level of achievement. To establish causal relationships between the outcomes and the teacher behaviors would require that there be an extraordinarily sophisticated research design that would equate or control for many other input and process variables such as student interest, home support, class climate due to the particular mix of students in the class, and many other variables. The consultants do not feel that enough control of these other relevant variables can be achieved to make

them feel comfortable in using student achievement data for important rewards or sanctions for individual teachers.

Further, there is a considerable difference between quality teaching and quality education. While test scores are troublesome enough in making inferences about quality teaching, they are even more troublesome in making inferences about quality education. A good educator does many things in a school building besides just teaching students in his/her own classroom--e.g., helping other teachers, designing instructional strategies to be shared by all, etc.

If teachers were to be evaluated, even in part, on student achievement data it would be very important to conduct studies regarding instruction time and opportunity to teach. For example, suppose physical education instructors have more time to instruct than do music teachers or vice versa. What impact should that have on achievement test scores in the two areas? What if the amount of time across subject matters differs across school buildings or districts? What about the fact that family influence is likely stronger in some subject matters than others (e.g., reading versus chemistry)? What about the fact that students do not just learn things in self-contained classrooms? What about the differential holding power of the schools and the impact of this on test scores? How would one equate growth in achievement (or whatever other metric is used) in physics with wood working? Would we assume that the measure should be norm referenced within a subject matter area? Would it make sense to assume that wood working teachers are at the same level of quality as the teachers in all other subject matters?

The consultants in general believe that the problems associated with using student achievement data to make decisions about teacher career ladders outweigh the benefits.

APPENDIX F
SREB Career Ladder Clearinghouse Conference

"Incentive Programs 1988"
Colony Square Hotel
Atlanta, Georgia
March 16 - 17, 1988

- PRELIMINARY AGENDA

Wednesday, March 16

- 1:00 P.M. Introduction and Overview
 Lynn Cornett, Associate Director for
 School/College Programs, SREB
- 1:15-4:30 P.M. Roundtable Discussions--Evaluations of Programs
 Mark Musick, Vice President and Director of
 State Services and Information, SREB
 Lynn Cornett

Utah

Mary Amsler, Senior Research Associate,
Far West Laboratory, San Francisco, California

Michael Garbett, Coordinator, School-Community Planning
Utah State Department of Education

Charlotte-Mecklenburg, North Carolina

Robert Haynes, Deputy Superintendent
Charlotte-Mecklenburg School District

David Holdzkorn, Director of Personnel Relations
North Carolina Department of Public Instruction

South Carolina

Terry Peterson, Executive Director, South Carolina
Joint Business Education Committee

David Harrison, Coordinator, Teacher Incentives
Program, State Department of Education

Alex Sergienko, Coordinator, Principal Incentive
Program, State Department of Education

- 6:00-7:00 P.M. Reception

AGENDA
Page Two

Thursday, March 17

8:00-8:30 A.M. Continental Breakfast

8:30-10:30 A.M. Using Student Outcomes in Incentive Programs
Doris Redfield, U.S. Department of Education
Donovan Peterson, College of Education
University of South Florida
Jim F. Casteel, Supervisor, School Incentive
Reward Program, South Carolina State Department
of Education
Michael Garbett, Coordinator, School-Community
Planning, Utah State Department of Education

10:30-10:45 A.M. Break

10:45-11:45 A.M. Small Group Sessions
[Using Student Achievement]
[Performance Assessment -- What We Know Now]

12:00-1:00 P.M. Luncheon
Stephen A. Cobb, Nashville, Tennessee, Vice-chairman
SREB Commission for Educational Quality,

1:15 P.M. Incentive Programs--Outcomes and Outlook
--Questions and comments from representatives
of state and local programs

3:30 P.M. Adjourn

APPENDIX G
SREB Conference "Incentive Programs 1988" ROSTER
ROSTER

AMSLER, Mary, Far West Laboratory, San Francisco, California
ALLEN, Louise, Charleston County Public Schools, South Carolina
BARNES, Susan, Texas Education Agency
BEARD, Nila V., Aiken County Public Schools, South Carolina
BOND, Sally, Southeastern Educational Improvement Laboratory
BONNEY, Ann, Florence District I Schools, South Carolina
BOSTIC, Debbie, Rock Hill School District Three, South Carolina
BRAILSFORD, Jane, Lexington School District One, South Carolina
BRIDGEWATER, Earl, Des Moines Public Schools, Iowa
CASTEEL, Jim F., South Carolina State Department of Education
CLEVELAND, Allen D., Alabama State Department of Education
COBB, Stephen A., SREB Commission for Educational Quality, Tennessee
COURTNEY, Sam, Lancaster County School District, South Carolina
DREWS, Sue A., Indiana State Department of Education
DRAUGHON, Bobbye S., North Carolina Department of Public Instruction
ELLIOTT, Jess, Georgia State Department of Education
FIMBRES, Ernest, Sunnyside Unified School District, Arizona
FOSTER, Jack D., Secretary of Education and Humanities, Kentucky
FRENCH, Russell L., University of Tennessee
FURTWENGLER, Carol, Research and Service Institute, Tennessee
GARBETT, Michael J., Utah State Department of Education
GUY, Virginia, Mesa Public Schools, Arizona
HALL, Peter M., University of Missouri
HALLUMS, Mary B., Sumter District Two, South Carolina
HANES, Robert, Charlotte-Mecklenburg Schools, North Carolina
HARRISON, David, South Carolina State Department of Education
HOLDZKOM, David, North Carolina Department of Public Instruction
INMAN, Deborah, U.S. Department of Education
MALO, George E., Tennessee State Department of Education
MANCINO, Julia S., Anderson School District One, South Carolina
MARTIN, James O., Aiken County School District, South Carolina
MITCHELL, Kay F., Charlotte-Mecklenburg Schools, North Carolina
PANKRATZ, Roger, Western Kentucky University
PEACH, May, Richland School District Two, South Carolina
PETERSON, Donovan, University of South Florida
PRINCE, Frances, Tennessee State Department of Education
PRINS, Bob, Kyrene School District, Arizona
RAY, Sharon, Richland School District Two, South Carolina
REDFIELD, Doris, U.S. Department of Education
REED, Dannie L., Gwinnett County Schools, Georgia
ROBINSON, Patti, Richland School District Two, South Carolina
SASSER, Virginia, Florida State Department of Education
SERGIENKO, Alex, South Carolina State Department of Education
SHEHEEN, Rose S., School District of Kershaw County, South Carolina
SMITH, Elizabeth, Fountain Hills School District, Arizona
TAEBEL, Donald K., Georgia State University
TAYLOR, Barbara, Missouri Department of Elementary and Secondary Education
TRAIMAN, Susan, National Governors' Association, Washington, D.C.
VAILLANCOURT, Richard, Connecticut State Department of Education
VANCE, Victor S., Fort Bragg Schools, North Carolina
VAUGHAN, Marianne, Texas Education Agency
WILKINSON, David, Des Moines Public Schools, Iowa
WILLMAN, Sandra, Georgia State Department of Education

SREB STAFF: Lynn Cornett, Gale Gaines, Mark Musick, Robert Stoltz

APPENDIX H
BRS Information Technologies
Southwest Education Development Laboratory



THIS OFFLINE BIBLIOGRAPHY HAS BEEN PREPARED FOR
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ON

DATE: 09/24/88

BRS
1200 ROUTE 7
LATHAM, NEW YORK 12110

STUDENT ACHIEVE
QUERY 0390

09/24/88 ERIC
RIE & CIJE 1966-SEP 88



1 TEACHER-EVALUATION
RESULT 4929
2 ACADEMIC-ACHIEVEMENT
RESULT 21104
3 1 AND 2
RESULT 329
4 3 AND 86.YR.
RESULT 17
5 3 AND 87.YR.
RESULT 19
6 3 AND 88.YR.
RESULT 2
7 6 OR 5 OR 4
RESULT 38

46 *****
AN ED293882.
AU Linn, Robert L.; And Others.
IN Arizona State Univ. Tempe; California Univ. Los Angeles. Center for
the Study of Evaluation; Center for Research on Evaluation,
Standards, and Student Testing, Los Angeles, CA; Colorado Univ.
Boulder; National Opinion Research Center, Chicago, Ill. BBB25810;
BEI03675; CIQ11702; DUN16875; JIM57180.
TI Study Group on Pre-Collegiate Education Quality Indicators. Final
Report.
LG EN.
GS U.S. California.
SN Office of Educational Research and Improvement (ED), Washington, DC.
EDD00036.
IS RIESEP88.
NO GN: OERI-G-086-0003.
CH TM011477.
PR EDRS Price - MF01/PC06 Plus Postage.
PT 020; 143.
LV 1.
NT 129p.
YR 87.
MJ Data-Collection. Educational-Quality. Teacher-Effectiveness.
MN Academic-Achievement. Administrative-Policy. Administrators.
Educational-Assessment. Elementary-Secondary-Education.
National-Programs. Student-Evaluation. Teacher-Evaluation.
ID IDENTIFIERS: Pre Collegiate Education Quality Indicators. Study
Groups.
AB The Study Group on Pre-Collegiate Education Quality Indicators was
formed to determine means of obtaining information on elementary and

secondary educational quality within and across states. Two papers:
"State-by-State Comparisons of Student Achievement" (Robert L. Linn)
and "The Effectiveness of American Education" (Eva L. Baker), along
with meeting reports and ancillary material are presented in this
document. State and local school administrators encounter public
demand for thorough data on the quality of schools, allowing
comparisons with data from other states and districts and with their
own historical records. The study attempted to: define the content
domain of the quality assessment program, relate the definition and
score reporting systems to the validity of inferences based on
state-by-state comparisons, measure student achievement and teacher
quality, and examine the proposed merger of the National Assessment
of Educational Progress (NAEP) and the School and Staffing Surveys
(SASS). Recommendations include: a complete merger of the
questionnaires and samples from the NAEP and SASS should not be
attempted in 1990; informing policy analysis should guide any
possible merger; a subset of questions from SASS could be
administered with the NAEP to enhance policy analysis; and a 3- or
4-year cycle for SASS data collection should be considered. (TJH).

AN ED293860.
AU Redfield, Doris L.
TI Expected Student Achievement and the Evaluation of Teaching.
LG EN.
GS U.S. Kentucky..
SN Kentucky Career Ladder Commission. BBB25797.
IS RIESEP88.
CH TM011426.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 150; 141; 142.
LV 1.
NT 21p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9, 1988).
For a related document, see TM 011 425.
YR 88.
MJ Academic-Achievement. Objectives. Student-Improvement.
Teacher-Evaluation.
MN Academic-Aspiration. Elementary-Secondary-Education.
Evaluation-Methods. Goal-Orientation. Teacher-Improvement.
ID IDENTIFIERS: Goal Setting. Kentucky Career Ladder Plan.
AB The development of processes for considering student achievement data
in the evaluation of teaching is discussed. As an alternative to the
inappropriate and indefensible use of standardized test scores, the
project on Expected Student Achievement (ESA) of the Kentucky Career
Ladder Commission considered a management by objectives, or goal
setting approach. In September 1986, 26 teachers from kindergarten
through grade 12 were selected to participate in the ESA project.
Goals were drafted and modified by project participants. It was
proposed that participating teachers would select from four to eight
goals for documentation. Near the end of the school year, each
teacher met with the principal to reach agreement on the degree to
which each set of Student Achievement Outcome goals had been met.
Experiences of the project indicate the possibility of developing an
effective and equitable system of teacher evaluation along these
lines. The Goal Assessment/Documentation Forms are appended, which

guided the work of the teachers, three principals, and two instructional supervisors involved in the study. (SLD).

AN ED293859.

AU Redfield, Doris L.; Craig, James R.

TI Parents and Students as Stakeholders in the Teacher Evaluation Process.

LG EN.

GS U.S. Kentucky..

IS RIESEP88.

CH TM011425.

PR EDRS Price - MF01/PC01 Plus Postage.

PT 150; 143.

LV 1.

NT 16p. ; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see TM 011 426.

YR 88.

MJ Academic-Achievement. Parent-Attitudes.

Student-Evaluation-of-Teacher-Performance. Teacher-Evaluation.

MN Evaluation-Methods. High-School-Students. Interviews.

Parent-Role. Student-Attitudes. Student-Role.

ID IDENTIFIERS: Kentucky Career Ladder Plan. Stakeholders.

AB Perspectives of students and parents in their roles as stakeholders in the teacher evaluation process were determined. In conjunction with the Expected Student Achievement (ESA) project of the Kentucky Career Ladder Commission, interviews were conducted with 23 parents and 59 high school students using a modified Focus Group Interview technique. Results of the interviews were similar to those yielded by interviews with teachers and principals. Parents and students generally agreed on the need to: (1) evaluate teachers; (2) consider student achievement; (3) define achievement broadly enough to include more than academics; (4) consider multiple types of data; (5) consider individual differences; (6) consider teachers' records; and (7) provide feedback. Both parents and students recognized the need for fair teacher evaluation and adequate definition of the problem. (SLD).

AN EJ367950.

AU Wragg, E. C.

TI Teacher Appraisal.

SO Scottish Educational Review; v19 n2 p76-85 Nov 1987. 87.

LG EN.

IS CIJ JUL88.

CH RC506844.

PT 080; 120.

YR 87.

MJ Accountability. Evaluation-Criteria. Professional-Development. Teacher-Evaluation.

MN Academic-Achievement. Elementary-Secondary-Education.

Faculty-Development. Foreign-Countries. Higher-Education.

Inservice-Teacher-Education.

Student-Evaluation-of-Teacher-Performance. Teacher-Effectiveness.



ID IDENTIFIERS: Scotland.

AB Teacher appraisal, now required in England and Wales and expected in Scotland in due course, should be open rather than secret. It should be done with emphasis on peer support; teachers should play a central part and be given the time to watch each other's lessons. (JHZ).

AN ED291772.

AU Redfield, Doris L.; Craig, James R.

TI Identifying and Documenting Student Outcomes for Use in the

Evaluation of Teachers When Standardized Achievement Tests Do Not Apply.

LG EN.

GS U.S. Kentucky..

IS RIE JUL88.

CH TM011057.

PR EDRS Price - MF01/PC02 Plus Postage.

PT 142; 150.

LV 1.

NT 43p. ; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).

YR 87.

MJ Academic-Achievement. Standardized-Tests. Teacher-Effectiveness.

MN Evaluation-Methods. Needs-Assessment. Teacher-Evaluation.

ID IDENTIFIERS: Kentucky Student Achievement Project.

AB The Student Achievement Outcome goal setting component of the Student Achievement Project (SAP) is described in this paper. It has focused on implementation and documentation procedures that may serve as alternatives to the exclusive use of standardized achievement test scores as indexes of student achievement and indicators of teacher effectiveness. The SAP is a three- to five-year study designed to address the inclusion of student achievement in Kentucky's educational program. The study involved 26 teachers working in 15 independent and county school districts. Participants developed goals and project synopses and held conferences with their principals before proceeding with implementation of projects. While standardized achievement test scores may be used as indicators of school or district level effectiveness, they cannot yet be defensibly used as measures of individual teacher effectiveness. Nonetheless, the piloted procedures described in this paper have potential for development as part of a teacher evaluation system that includes student achievement outcome data. The Goal/Assessment Documentation Form for Conference 1 and 2 and 16 data tables are appended. (TJH).

AN ED291700.

AU Votaw, Bonnie L.

TI Picacho Junior High School Excellence Award: A Report to the Department of Education, December 1987.

LG EN.

GS U.S. New Mexico.

SN Department of Education, Washington, DC. EDD00001.

IS RIE JUL88.

CH SP029907.

PR EDRS Price - MF01/PC03 Plus Postage.

63

PT 141.
LV 1.
NT 65p.
YR 87.

MJ Academic-Achievement. Attendance. Improvement-Programs.
Junior-High-Schools. Student-Motivation.
MN Classroom-Techniques. Instructional-Materials.
Parent-School-Relationship. Secondary-Education. Surveys.
Teacher-Evaluation.

AB Picacho Junior High School serves a student population of 1,070 and is located in Las Cruces, New Mexico. The purpose of the project, developed as a result of the school excellence award, was to improve student motivation, attendance and achievement through dual activities: (1) enhancing teacher competency through a staff development plan using the Classroom Management Training Program; and (2) increasing parent contact with the school. Thirty of the school's 54-member faculty were trained in two groups, with the first group of teachers acting as trainers and subsequent coaches for the second group. The training focused on an integrated model of positive discipline and positive instruction. Explicit efforts were made to increase the number of contacts with parents, through phone calls from counselors, conferencing with teachers, and mailing of mid-term grade reporting information. As an outcome of the training, teachers, students and parents saw improvement in student motivation. Office referrals for discipline dropped an average of 28 percent during the period of time compared to the same period the previous year. Attendance rates for students remained virtually unchanged for the comparison times, but membership in the Honor Society increased by 47 percent. (Appendices making up more than half the document include survey forms and extensive training material samples). (Author).

AN ED290765.
AU Redfield, Doris L.
TI A Comparison of the Perspectives of Teachers, Students, Parents, and Principals Concerning the Influences of Teaching on Students and the Use of Student Outcomes To Evaluate Teaching.

LG EN.
GS U.S. Kentucky.
IS RIEJUN88.
CH TM011005.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.

NT 17p. ; For a related document, see TM 011 004. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

YR 87.
MJ Academic-Achievement. Parent-Attitudes.
Student-Evaluation-of-Teacher-Performance. Teacher-Effectiveness.
Teacher-Evaluation.

MN Elementary-Secondary-Education. Principals. Student-Attitudes.
Teacher-Attitudes. Teaching-Skills.
ID IDENTIFIERS: Kentucky Career Ladder Plan. Perspectives Discrepancy Assessment.

AB As one aspect of the project on expected student achievement of the Kentucky Career Ladder Plan, teacher participants (N=26) were interviewed about their perceptions of the issues surrounding the use of student achievement data in teacher evaluation. Perceptions of students (N=59), parents (N=23), and principals (N=22) were also obtained through interviews for comparison, with parallel questions asked of each group. Overall, teachers were more concerned with non-academic outcomes that might be attributable to themselves, but might not be fairly incorporated into an evaluation system. Parents considered student test scores part of the evaluation process, but other factors were of equal importance to them. Students felt that it would be unfair to use their test scores for a variety of reasons. Principals were the most concerned about the subjective nature of non-standardized test data. (SLD).

AN ED290764.
AU Redfield, Doris L.
TI Expected Student Achievement as a Potential Factor for Assessing Teacher Effectiveness.

LG EN.
GS U.S. Kentucky.
IS RIEJUN88.
CH TM011004.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141; 150.
LV 1.

NT 17p. ; For a related document, see TM 011 005. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

YR 87.
MJ Academic-Achievement. Teacher-Evaluation.
MN Elementary-Secondary-Education. Evaluation-Criteria.
Evaluation-Methods. Predictive-Measurement. Standardized-Tests.
Teacher-Effectiveness. Teacher-Responsibility. Teaching-Skills.
ID IDENTIFIERS: Kentucky Career Ladder Plan.

AB The Kentucky Career Ladder Commission has funded a special project on "expected student achievement," to study the evaluation of teachers while avoiding the indefensible use of standardized student achievement tests. As proposed, the plan uses student achievement as one aspect of evaluation. The problem is in determining the degree to which student achievement, however defined, is attributable to any particular source. The project found that teachers value general and specific academic and non-academic outcomes. A common core of student achievement goals might be developed for evaluating teachers through professional consensus with weighted significance for each goal. The project has identified many problems associated with using student achievement test results as it has begun to develop alternatives to the use of standardized test data for this purpose. The procedures piloted during the first year (1986-87) of the special project have potential for development as part of a teacher evaluation system which includes student achievement outcome data. (SLD).

AN EJ364365.
AU Schalock, Mark D.
TI Teacher Productivity: What Is It? How Might It Be Measured? Can It Be Warranted.
SO Journal of Teacher Education; v38 n5 p59-62 Sep-Oct 1987. 87.
LG EN.
IS CIJAPR88.
CH SP517326.
PT 080; 141; 120.
AV UMI.
YR 87.
MJ Educational-Quality. Teacher-Evaluation.
MN Academic-Achievement. Elementary-Education. Higher-Education. Measurement-Techniques. Preservice-Teacher-Education. Students.
ID IDENTIFIERS: Quality Assurance. Teacher Productivity. Teacher Warranty.
AB The concept of teacher warranties is discussed using student performance data from three third-grade classrooms. The complexities of fostering learning across students and across subject areas are illustrated. How teacher productivity can be measured and the impact on teacher education institutions are addressed. (MT).

AN EJ364364.
AU Schalock, H. Del.
TI The Central Issue in Teacher Warranties: Quality Assurance for What.
SO Journal of Teacher Education; v38 n5 p52-58 Sep-Oct 1987. 87.
LG EN.
IS CIJAPR88.
CH SP517325.
PT 080; 120.
AV UMI.
YR 87.
MJ Educational-Change. Educational-Quality. Teacher-Evaluation.
MN Academic-Achievement. Higher-Education. Preservice-Teacher-Education. Students.
ID IDENTIFIERS: Quality Assurance. Teacher Productivity. Teacher Warranty.
AB The concepts of teacher warranties and teacher productivity could revolutionize teaching and teacher preparation. The subtleties and complexities of these concepts are explored, and their potential impact on teacher education is discussed. (Author/MT).

AN EJ364363.
AU Barr, Robert D.
TI Reform of Teacher Education and the Problem of Quality Assurance.
SO Journal of Teacher Education; v38 n5 p45-51 Sep-Oct 1987. 87.
LG EN.
IS CIJAPR88.
CH SP517324.
PT 080; 141; 120.
AV UMI.
YR 87.
MJ Educational-Change. Teacher-Effectiveness. Teacher-Evaluation.

MN Academic-Achievement. Elementary-Secondary-Education. Higher-Education. Predictor-Variables.
Preservice-Teacher-Education. Students.
ID IDENTIFIERS: Quality Assurance. Teacher Productivity.
AB Educational reform developments focusing on academic issues are contrasted with those emphasizing teacher performance. The concept of quality assurance in teacher education is considered, as is using student achievement as an indicator of teacher effectiveness. (Author/MT).

AN ED287842.
AU Wingate, James G.; Bowers, Fred.
TI Appraising Teacher Performance: A Quantitative Approach.
LG EN.
GS U.S. North Carolina.
IS RIEMAR88.
CH SP029496.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141.
LV 1.
NT 21p. ; Some tables contain small print.
YR 87.
MJ Academic-Achievement. Evaluation-Methods. Models. Teacher-Behavior. Teacher-Effectiveness. Teacher-Evaluation.
MN Outcomes-of-Education. Secondary-Education. Student-Reaction. Teacher-Student-Relationship.
AB Following a brief research review regarding the relationship between teacher behavior and student outcomes, a model is proposed for identifying those teaching behaviors that are significantly related to high-quality student performance. The model's stages include: (1) delineation of questions; (2) establishment of a framework; (3) selection of an empirical model; (4) selection of instrumentation; (5) development and validation of instruments; (6) organizational diagnosis; (7) teacher observation; (8) data collection, tabulation, and analysis; (9) interpretation of findings; (10) communication of results; (11) replication; and (12) refinement. An example is presented of the use of such a model to determine the effectiveness of secondary school mathematics teachers in a hypothetical school district. (CB)

AN EJ359332
AU Warger, Cynthia L.; Aldinger, Loviah E.
TI Teacher Evaluation: The Special Case of the Special Educator.
SO NASSP Bulletin; v71 n500 p54-62 Sep 1987. 87.
LG EN.
IS CIJAN88.
CH EA521552.
PT 080; 055; 141.
AV UMI.
YR 87.
MJ Special-Education-Teachers. Teacher-Evaluation.
MN Academic-Achievement. Elementary-Secondary-Education. Teacher-Effectiveness.

AB The evaluation of special educators is unique. Discusses different approaches to evaluation and the problems associated with special education teacher evaluation. Includes an extensive list of references. (MD).

AN ED285866.

AU Cool, Ray; And Others.

TI Evaluating Master Teacher Performance: A Five-Year Longitudinal Study.

LG EN.

GS U.S. West Virginia.

IS RIEJAN88.

CH SP029308.

PR EDRS Price - MF01/PC01 Plus Postage.

PT 150; 143.

LV 1.

NT 18p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).

YR 87.

MJ Master-Teachers. Physical-Education-Teachers. Teacher-Effectiveness. Teacher-Evaluation.

MN Academic-Achievement. Classroom-Environment.

Elementary-Secondary-Education. Followup-Studies. State-Surveys.

ID IDENTIFIERS: West Virginia University.

AB A study examined the ability of master teachers to maintain the learning environment and those competencies by which they were awarded master teacher rating. The five subjects studied were physical education teachers who obtained their Master Teacher degree at West Virginia University during the 1982-83 school year and who had been evaluated for each of the next five years they remained employed as full-time teachers in the public schools of West Virginia. Subjects were evaluated with a student-teacher process behavior observation system. Results revealed a decline in both teacher competencies and in the learning environment, as inferred by student process behavior overtime. Examination of individual data showed that, after only two years, all but one subject failed to maintain master teacher competencies and appropriate student behavior levels. (Author/CB).

AN EJ356179.

AU Vierlinger, Rupert.

TI The Teacher-Child Advocate or Functionary of the System.

SO Western European Education; v19 n2 p45-61 Sum 1987. 87.

LG EN.

IS CIJOC87.

CH SO516741.

PT 080; 120.

AV UMI.

YR 87.

MJ Administrative-Organization. Educational-Environment.

School-Organization. Teacher-Administrator-Relationship.

Teacher-Role. Teaching-Methods.

MN Academic-Achievement. Administrator-Role. Curriculum-Development. Educational-Improvement. Educational-Objectives. Educational-Theories. Elementary-Secondary-Education. Participative-Decision-Making. Teacher-Characteristics. Teacher-Evaluation.

AB Discusses the benefits of teachers acting as student advocates as opposed to mere functionaries of the educational system. Describes the qualities of a good teacher while showing how educational organization and administration make it difficult for such to exist. Suggests alternatives that would maintain the necessary organization while promoting good teachers. (AEM).

AN EJ354931.

AU Medley, Donald M.; Coker, Homer.

TI The Accuracy of Principals' Judgments of Teacher Performance.

SO Journal of Educational Research; v80 n4 p242-47 Mar-Apr 1987. 87.

LG EN.

IS CIJSEP87.

CH SP516809.

PT 080; 143.

YR 87.

MJ Academic-Achievement. Administrator-Attitudes. Principals.

Teacher-Effectiveness. Teacher-Evaluation.

MN Elementary-Secondary-Education. Mathematics-Achievement.

Reading-Achievement. Teacher-Role.

AB Examination of the accuracy of principals' judgments of teacher performance as predictors of teacher effectiveness revealed positive correlations in three teacher roles and students' gains in arithmetic and reading. (Author/CB).

AN EJ353845.

AU Prince, Julian.

TI Testing the Outcomes of Schooling - What's Needed.

SO NASSP Bulletin; v71 n498 p93-100 Apr 1987. 87.

LG EN.

IS CIJSEP87.

CH EA521152.

PT 080; 055.

AV UMI.

YR 87.

MJ Educational-Development. Educational-Improvement. Evaluation.

MN Academic-Achievement. Educational-Administration.

Elementary-Secondary-Education. Objectives. Principals.

Teacher-Evaluation. Tests.

AB At the core of evaluating school outcome is a clear goal statement and the ability to gather important and appropriate information. This process must not be left to chance. Able school leaders develop congruent testing and feedback activity for each phase of the school year cycle. Information is then used to build a framework for school improvement. Includes references. (MD).

AN ED281912.
AU Ashburn, Elizabeth A.
IN ERIC Clearinghouse on Teacher Education, Washington, D.C. BB801061
TI Three Crucial Issues Concerning the Preparation of Teachers for Our
Classrooms: Definition, Development, and Determination of
Competence.
LG EN.
GS U.S. District of Columbia.
SN Office of Educational Research and Improvement (ED), Washington, DC.
EDD00036.
IS RIESEP87.
NO CN: NIE-P-85-0008.
CH UDO25450.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 071.
LV 1.
NT 20p. ; In: Trends and Issues in Education, 1986 (see UD 025 435).
YR 87.
MJ Teacher-Education. Teacher-Effectiveness.
MN Academic-Achievement. Educational-Improvement. Educational-Trends.
Elementary-Secondary-Education. Higher-Education.
Licensing-Examinations-Professions. Microteaching.
Preservice-Teacher-Education. Quality-Control. Student-Teaching.
Teacher-Characteristics. Teacher-Education-Curriculum.
Teacher-Evaluation. Teacher-Placement. Teacher-Qualifications.
ID IDENTIFIERS: Educational Issues. Excellence in Education. Teacher
Competencies. Teacher Competency Testing.
AB In order to improve teacher education and the quality of teaching in
classrooms, it is necessary to know what characterizes a competent
teacher, what the best curriculum is for developing competent
beginning teachers, and how teacher competence can be measured. This
report summarizes research on those topics and suggests the
following: (1) Because competence depends on so many factors,
developing and determining teacher competence is a complex matter.
(2) The teacher training curriculum should be structured so that
teacher candidates develop their own frameworks for decision making
based on, among other things, research knowledge, subject matter
knowledge, practical knowledge, ethics, conceptions of teaching, and
the information they have about the particular teaching context and
the particular children. (3) Standardized tests of teachers'
knowledge, pupil achievement scores and teacher evaluations have not
proved effective means of measuring competence. The report concludes
with seven suggestions which would lay a groundwork for defining,
developing, and determining competence in teachers. A reference list
is included. (PS)

AN ED281853.
AU Tracz, Susan M.; Gibson, Sherri.
TI Effects of Efficacy on Academic Achievement.
LG EN.
GS U.S. California.
IS RIESEP87.
CH TM870229.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.

LV 1.
NT 8p. ; Paper presented at the Annual Meeting of the California
Educational Research Association (Marina del Rey, CA, November 13-14,
1986).
YR 86.
MJ Academic-Achievement. Rating-Scales. Teacher-Attitudes.
Teacher-Effectiveness. Time-Management.
MN Correlation. Elementary-School-Teachers.
Grouping-Instructional-Purposes. Intermediate-Grades.
Regression-Statistics. Teacher-Evaluation. Time-on-Task.
ID IDENTIFIERS: California Test of Basic Skills. Self Efficacy.
Teacher Efficacy Scale. TARGET AUDIENCE: Researchers.
AB Teacher efficacy is a critical variable in teacher and school
effectiveness. The Teacher Efficacy Scale was used to assess teacher
efficacy and investigate its relationship to teacher use of time,
student time on task, and student achievement. Classroom
observations were gathered from 14 teachers, grades 4-6, at two
schools. Teacher allocation of time, student engagement, and student
achievement were measured. Means and standard deviations and
correlations among variables for teacher efficacy, teacher academic
focus, student engagement rates and achievement were derived.
Personal teaching efficacy (level of confidence in personal teaching
abilities) correlated positively with reading achievement and whole
class instruction and negatively with small group instruction.
Teaching efficacy (general expectation of student success) correlated
significantly with language and mathematics achievement. This study
supports the contention that a teacher's sense of efficacy is
significantly related to classroom grouping of students and to
student achievement outcomes. (BAE)

AN EJ352283.
AU McConaghy, Tom.
TI Teachers as Researchers: Learning Through Teaching.
SO Phi Delta Kappan, v68 n8 p630-31 Apr 1987. 87.
LG EN.
IS CIJAug87.
CH EA521110.
PT 080; 055.
AV UMI.
YR 87.
MJ Foreign-Countries. Teacher-Education. Teacher-Effectiveness.
Teacher-Improvement.
MN Academic-Achievement. Elementary-Secondary-Education.
Instructional-Innovation. Teacher-Evaluation. Teaching-Skills.
ID IDENTIFIERS: Canada.
AB Describes a pilot project in the schools of Edmonton, Alberta
(Canada), where the model of teachers-as-researchers encourages
teachers to explore aspects of their own teaching and question their
practices. It is seen as a form of professional development allowing
teachers to develop their own theories and enhance their teaching
skills. (MD)

AN ED280159

AU Purser, Susan R.

TI The Relationship between Teacher Effectiveness and Teacher Evaluation and Selected Teacher Demographic Variables.

LG EN

GS U.S. Mississippi

IS RIEAUG87

CH EA019268

PR EDRS Price - MF01/PC01 Plus Postage

PT 150, 143

LV 1

NT 22p : Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

YR 87

MJ Academic-Achievement. Teacher-Effectiveness. Teacher-Evaluation.

MN Cultural-Background. Grading. High-Schools. Race. Rating-Scales.

Sex. Teacher-Certification. Teaching-Occupation.

Teaching-Experience.

ID IDENTIFIERS: Mississippi (Jackson County). TARGET AUDIENCE: Administrators. Practitioners.

AB This paper inquires into the relationship between the criterion variable of teacher effectiveness and the independent variables of the score on the teacher evaluation procedure and the teacher demographic variables of race, sex, level of teacher certification, area of teacher certification, and years of teaching experience. The ultimate goal of the study was to provide data to assist school districts in improving the process of predicting and assessing teacher effectiveness. The study was conducted in an urban school district with a student population of 30,000 (70 percent minority) and a certified staff of 1,700 employees. High school teachers were classified by their race, sex, level of teacher certification within each of four subject areas (English, mathematics, science, and social studies). Effectiveness was rated by assigning teachers to standard, below standard, or above standard categories based on predicted final grades compared to actual final grades for the students of that teacher. Data were subjected to statistical analysis. Findings supported the hypothesis that there was no statistical relationship between teacher effectiveness and variables of race, sex, level of certification, area of certification, or years of experience. There also was no significant relationship between the score on the traditional teacher evaluation summative report and teacher effectiveness. A statistical data table and 15 references are included. (VTH)

AN E J349159

AU Duell, Orpha K.; Davison, Ron

TI Elementary Principals' and Teachers' Views of Various Modes of Instructional Evaluation

SO Spectrum, v5 n1 p23-33 Win 1987 87.

LG EN

IS CIJUN87

CH EA520913

PT 080, 055, 142

NT Copies of articles may be ordered from: Spectrum Editor, Educational

Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209.

Single issues may be purchased for \$10.00 while in stock.

YR 87

MJ Teacher-Evaluation. Urban-Schools

MN Academic-Achievement. Elementary-Education. Observation.

Performance. Principals. Teacher-Administrator-Relationship.

Teacher-Effectiveness. Teachers. Values.

ID IDENTIFIERS: Accuracy

AB This study of urban elementary school personnel and their opinions of traditional teacher evaluation programs found that teachers and principals felt most comfortable with evaluation programs they considered most accurate. Teacher self-evaluation tended to be seen as accurate by both teachers and principals. Includes a five-page table of data collected in the study. (MD)

AN ED278657

AU Barrett, Joan

IN ERIC Clearinghouse on Teacher Education, Washington, D.C. BB801061.

TI The Evaluation of Teachers. ERIC Digest 12.

LG EN

GS U.S. District of Columbia

SN Office of Educational Research and Improvement (ED), Washington, DC.

EDD00036

IS RIEJUN87

NO CN 400-83-0022

CH SP028568

PR EDRS Price - MF01/PC01 Plus Postage

PT 141; 071.

LV 1

NT 4p

YR 86

MJ Evaluation-Criteria. Evaluation-Methods. Teacher-Evaluation.

MN Academic-Achievement. Elementary-Secondary-Education. Interviews.

Minimum-Competency-Testing. Peer-Evaluation.

Self-Evaluation-Individuals.

Student-Evaluation-of-Teacher-Performance.

ID IDENTIFIERS: ERIC Digests.

AB The public views teacher evaluation as a major problem in the school system today. State legislatures, aware of the concern, want to mandate more effective evaluation. Common methods for evaluating teachers have been ineffective, such as measurement tests of teacher characteristics, student achievement test scores, and rating of teachers' classroom performance. Some research has been done to improve the evaluation process, but teacher assessment, in general, remains unorganized. This digest provides information about evaluation types, criteria, methods, procedure, and successful evaluation strategies. (JD)

AN ED277927

AU Packard, Richard D.; Bierlein, Louann

IN Northern Arizona Univ. Flagstaff. BE65025

TI Arizona Career Ladder Research & Evaluation Project: Research and Development for Effective Educational Change and Reform. Baseline

Data Report for the Joint Legislative Committee on Career Ladders.

LG EN.

GS U.S. Arizona.

IS RIEJUN87.

CH CG019609.

PR EDRS Price - MF01/PC01 Plus Postage.

PT 143.

LV 1.

NT 23p.

YR 86.

MJ Career-Ladders. Elementary-Secondary-Education. Incentives.

Teacher-Evaluation. Teachers.

MN Academic-Achievement. Pilot-Projects. Public-Schools.

Teacher-Attitudes. Teacher-Participation.

ID IDENTIFIERS: Arizona.

AB The Arizona Career Ladder Research and Evaluation Project was created

to conduct research on the 5-year state pilot career ladder project

(CLP), a teacher incentive program in which improved student

achievement is one design criterion. This project's yearly research

and evaluation cycle involves three basic steps: data collection,

analysis, and reporting/feedback. Areas of data collection include:

(1) individual career ladder program components; (2) teacher and

administrator perceptions; (3) school climate; (4) teacher

attraction, retention, and motivation; (5) district self-evaluation;

and (6) student achievement. Data analysis includes noting changes

and profiling effects of career ladder program components within each

district. Reporting/feedback includes annually reporting findings to

the appropriate state legislature committee and participating

districts. Data collection began in spring 1986. Some of the unique

features of Arizona's program include individualized and

district-developed career ladder systems; extensive teacher input; no

established quotas; a restructured salary schedule; and collaboration

among government, business, universities, school districts and the

teaching profession. This document, prepared for the legislative

committee, provides a description of and data from the spring 1986

data collection, analysis of the data, and recommendations and

conclusions. A good network of communication between CLP committees

and teachers, a team approach to evaluation with emphasis on

inter-rater reliability, and staff development/in-service are reported

to have allowed for effective change. (ABL).

AN ED276711.

AU Ashton, Patricia; And Others.

II Does Teacher Education Make a Difference? A Literature Review and

Planning Study. Executive Summary and Technical Monograph.

LG EN.

GS U.S. Florida.

SN Florida State Dept. of Education, Tallahassee. Student Assessment

Section. BBB14373.

IS RIEAPR87.

NO GN: 050-94640-850000.

CH SP028358.

PR EDRS Price - MF01/PC11 Plus Postage.

PT 070.

LV 1.

NT 270p.

YR 86.

MJ Academic-Achievement. Program-Effectiveness.

Teacher-Education-Programs.

MN Higher-Education. Preservice-Teacher-Education.

Teacher-Certification. Teacher-Evaluation.

AB Research was reviewed that addressed the question: Is type of teacher

education related to student performance? Major findings were (1)

teachers with master's degrees were rated as more effective by

supervisors and had higher levels of student achievement than

teachers with bachelor's degrees; (2) supervisors rated college of

education graduates more highly than graduates from liberal arts; (3)

teachers who earned more credit hours in professional education

obtained higher ratings from supervisors and had higher student test

scores than teachers with fewer credits; (4) number of credit hours

taken by teachers in academic subjects was reflected in their

students' achievement; (5) teachers with higher grade point averages

and higher scores on tests in the subjects they taught had higher

student achievement; (6) the National Teacher Examination was not a

good predictor of either teacher performance or student achievement;

(7) teachers' grade-point average tended to be a more stable

predictor of teacher performance than teachers' scores on a single

test; and (8) teachers meeting certification requirements received

higher supervisor ratings and had higher student achievement than

teachers who did not meet certification standards. Methodological

weaknesses in the studies were identified, and a design for future

research using causal modelling was proposed. A 12-page reference

list and tables summarizing the research studies under various

headings are appended. (Author/AA)

AN EJ343820.

AU Seiden, Ramsay.

II Can't We Do a Better Job of Keeping Track of Our Schools.

SO School Administrator; v43 n11 p14-15 Dec 1986 86.

LG EN.

IS CIJMAR87.

CH EA520670.

PT 080, 141.

AV UM.

YR 86.

MJ Achievement-Rating. Data-Collection. Educational-Assessment.

Program-Evaluation. School-Effectiveness. Teacher-Evaluation.

MN Academic-Achievement. Educational-Finance.

Elementary-Secondary-Education. Outcomes-of-Education.

ID TARGET AUDIENCE: Practitioners.

AB Students' standardized test scores do little to gauge school program

effectiveness. This article suggests that improving the data for

monitoring schools, accounting for schools' varying financial

picture, and relating outcomes to features capable of being changed

will enhance program evaluation and school management. Some state

efforts in this direction are summarized. (MLH)

AN EJ343736
AU Welsh, Patrick.
TI What Reform.
SO Educational Leadership, v44 n1 p56-62 Sep 1986. 86.
LG EN.
IS CIJMAR87.
CH EA520486.
PT 080, 055; 120.
AV UMI.
YR 86.
MJ Educational-Change. Educational-Environment. Educational-Policy.
Educational-Quality. State-Legislation.
MN Academic-Achievement. Academic-Standards.
Elementary-Secondary-Education. Organizational-Climate.
Teacher-Evaluation. Teachers. Tests.
ID IDENTIFIERS: Jenks (Christopher).
AB A teacher explores the recent educational reform movement and discusses the studies of schools done by Sociologist Christopher Jencks in the 1970s. An important idea that can be extrapolated from Jencks' studies is that schools should function more like families than factories. This would empower teachers and make schooling more equitable, challenging, and humane. (MD).

AN ED275032.
IN Texas Education Agency, Austin. XPT87150.
TI Increasing Teacher Effectiveness on Underachieving Campuses. REACH: Realistic Educational Achievement Can Happen. Volume I, Part 3 of 5.
LG EN.
GS U.S. Texas.
IS RIEMAR87.
NO RN: TEA-GE6-300-06.
CH EA018879.
GV State.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 070.
LV 1.
NT 7p. ; For the other parts of this series, see EA 018 877-881.
YR 86.
MJ Evaluation-Criteria. Teacher-Behavior. Teacher-Effectiveness.
Teacher-Evaluation.
MN Academic-Achievement. Elementary-Secondary-Education.
Measures-Individuals. Teacher-Characteristics. Teaching-Styles.
ID IDENTIFIERS: Texas Teacher Appraisal Instrument.
AB This document reviews effective teaching behaviors that have been identified through research. The four categories in which these behaviors are examined are instructional strategies, classroom management, the presentation of subject matter, and the establishment of an appropriate learning environment. These four categories also make up four of the five domains that the Texas Teacher Appraisal Instrument, outlined in this report, is designed to assess. The criteria used to measure teacher performance in each domain are identified and indicators used to determine the degree to which these criteria are met are listed. The fifth domain assessed covers professional growth and professional responsibilities outside the

classroom. (PGD)

AN ED274083.
IN National Education Association, Washington, D.C. Research Div.
FGK56730.
TI The Role of the Principal in Effective Schools. What Research Says About Series, Number 4. Data-Search Reports.
LG EN.
GS U.S. District of Columbia.
IS RIEFEB87.
CH EA018847.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 070; 141.
AV Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3114-8-10; \$10.95).
LV 2.
NT 19p.
YR 86.
MJ Academic-Achievement. Administrator-Role. Instructional-Leadership. Principals. School-Effectiveness. Teacher-Evaluation.
MN Educational-Environment. Educational-Objectives. Elementary-Secondary-Education. Inservice-Education. Instructional-Improvement. Interschool-Communication. Management-Development. Needs-Assessment. Teacher-Administrator-Relationship.
ID IDENTIFIERS: Effective Schools Research. TARGET AUDIENCE: Administrators. Teachers. Practitioners.
AB This paper presents summaries of selected articles and research reports that address the role of the principal in areas of instructional leadership, teacher evaluation, and student achievement. Research concludes that the single most important factor in determining the success of a school is the ability of the principal to coordinate, organize, and support the staff in planning, implementing, and evaluating improvements in the school's instructional program. Findings from research on the principal as an evaluator of teachers indicate the importance of school administrators to (1) set clearly defined instructional goals, (2) effectively communicate these goals to teachers, (3) build consensus among diverse understandings of the evaluation process, and (4) use evaluation results to strengthen professional growth. Research also suggests that it is the principal who has the greatest influence in establishing the school climate that will produce student success. A review of research studies highlights the need for improvements in the academic preparation and inservice training of principals. Appended are 10 general references and a 22-item bibliography on the role of the principal. (IVV)

AN EJ341899
AU Tobin, Kenneth.
TI Validating Teacher Performance Measures against Student Engagement and Achievement in Middle School Science
SO Science Education, v70 n5 p539-47 Oct 1986. 86.

LG EN.
IS CIJAN87.
CH SE540236.
PT 080; 143.
AV UMI.
YR 86.
MJ Elementary-School-Science. Science-Teachers. Teacher-Behavior.
Teacher-Evaluation. Test-Validity.
MN Academic-Achievement. Classroom-Observation-Techniques.
Elementary-Education. Intermediate-Grades. Process-Education.
Questionnaires. Science-Education. Skill-Development.
Teacher-Effectiveness. Time-on-Task.
ID IDENTIFIERS: Science Education Research. Teacher Performance
Assessment Instrument. TARGET AUDIENCE: Researchers.
AB Reports on a study to extend the concurrent and predictive validity
of the Teacher Performance Assessment Instrument by including a
sample of middle school science teachers. The validity criteria for
the study involved observing student engagement and integrated
process skill achievement. (TW).

AN ED270589.
AU Dubravcic, Elizabeth V.; And Others.
IN Ohio State Univ. Columbus. National Center for Research in Vocational
Education. B8B15260.
TI Assessing Vocational Teachers. Research and Development Series No.
262.
LG EN.
GS U.S. Ohio.
SN Office of Vocational and Adult Education (ED), Washington, DC.
EDD00013.
IS RIENOV86.
NO CN. 300-83-0016.
CH CE044527.
PR EDRS Price - MF01/PC04 Plus Postage.
PT 055, 120.
AV National Center Publications, Box F, National Center for Research in
Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090
(RD262--\$8.00).
LV 1.
NT 95p.
YR 86.
MJ Evaluation-Criteria. Evaluation-Methods. Statewide-Planning.
Teacher-Evaluation. Vocational-Education.
Vocational-Education-Teachers.
MN Academic-Achievement. Classroom-Observation-Techniques.
Comparative-Analysis. Competence. Educational-Policy. Interviews.
Peer-Evaluation. Policy-Formation. Postsecondary-Education.
Secondary-Education. Self-Evaluation-Individuals. State-Action.
Student-Evaluation-of-Teacher-Performance. Teacher-Attitudes.
Teacher-Improvement. Teacher-Recruitment. Teacher-Selection.
ID TARGET AUDIENCE: Administrators. Policymakers. Practitioners.
AB This combination report and guide is intended to assist a broad
audience of state and local educational administrators, teacher
educators, and state policymakers. The first chapter of the guide
examines (1) current views from the field regarding procedures for

defining teacher effectiveness, teacher supply and demand, factors
affecting teacher quantity and quality, and the changing demands on
vocational education; and (2) strategies for improving teacher
recruitment, selection, and certification. Provided in the next
chapter are action agendas for state legislatures, state departments
of education, and teacher preparation institutions to implement in
their efforts to improve the effectiveness of vocational teachers and
teaching. The third chapter of the guide describes and assesses the
following teacher evaluation strategies: teacher competency testing,
teacher interviews, student achievement, classroom observation,
student rating of teachers, peer review, and self-evaluation.
Appendixes to the report include lists of technical advisory panel
members and site visit locations. References are provided at the
conclusion of chapter 1 and following each of the evaluation sections
of chapter 3. (MN).

AN ED270465.
AU Capie, William, Cronin, Linda.
TI How Many Teacher Performance Criteria Should There Be.
LG EN.
GS U.S. Georgia.
IS RIEOCT86.
CH TM860343.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 150; 143.
LV 1.
NT 29p ; Paper presented at the Annual Meeting of the American
Educational Research Association (70th, San Francisco, CA, April
16-20, 1986).
YR 86.
MJ Evaluation-Criteria. Minimum-Competency-Testing.
Teacher-Evaluation. Test-Reliability. Test-Validity.
MN Academic-Achievement. Correlation. Decision-Making. Field-Tests.
Generalizability-Theory. Junior-High-Schools. Merit-Pay.
Pretests-Posttests. Regression-Statistics. Science-Education.
Scores. Teacher-Certification. Teacher-Effectiveness.
Teacher-Qualifications.
ID IDENTIFIERS: Georgia. Group Assessment of Logical Thinking. Middle
Grades Integrated Process Skill Test. Teacher Effectiveness Index.
Teacher Performance Assessment Instruments. TARGET AUDIENCE:
Researchers.
AB This paper assesses the credibility of a single total instrument
score and various logical sub-scores derived from a series of
summative judgments about the quality of teaching performance. The
objectives were to compare the generalizability of alternative
Teacher Performance Assessment Instrument (TPAI) scores, to compare
the dependability of decisions which could be made with the scores,
and to compare the relationship of the scores with learner
achievement. Measures were made of teacher performance using the
revised version of the TPAI. Learner ability was assessed with the
Group Assessment of Logical Thinking in order to equate classes.
Learner achievement was assessed with the Middle Grades Integrated
Process Skill Test. Results show that (1) the aggregation of
summative judgments used in the TPAI scoring can be a valid and
reliable procedure; (2) intermediate levels of scoring such as the

IPAI competencies are more desirable than total instrument scores; (3) the total is a more reliable, but less valid, indicator of effectiveness; and (4) validity and dependability coefficients are adequate evidence to support the validity and reliability of the competency scores. Caution should be exercised in inferring causality of these teacher behaviors or learner outcomes based on these results. (PN).

AN ED269671.

AJ Jamieson, David W.; And Others.

Pygmalion Revisited: New Evidence for Student Expectancy Effects in the Classroom.

GEN.

Canada, Ontario.

ERIC OCT86.

CGO19056.

EDRS Price - MF01/PC02 Plus Postage.

E143; 150.

21.

27p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

86.

Academic-Achievement. Competence-Expectation. High-School-Students. Student-Evaluation-of-Teacher-Performance. Teacher-Evaluation.

Foreign-Countries. Grade-11. High-Schools. Student-Attitudes. Student-Behavior. Teacher-Motivation.

IDENTIFIERS: Canada.

Many researchers have demonstrated that student expectations of teacher competence can affect student performance outcomes. The artificiality of laboratory paradigms used in past research, however, may severely limit the generalizability of findings. A field study was conducted to test the idea that students' expectations regarding their teacher's competence would influence their perceptions of teacher's performance, their classroom behavior, and their academic achievement. Subjects were four classes of grade 11 students (N=64). On the first day of a 3-week teaching unit being taught by a teacher new to the school, all subjects completed a questionnaire assessing their perceptions of the teacher's ability and motivation. Two classes were then assigned to a positive expectancy condition while the remaining two classes served as no-expectation controls. Following the unit, the questionnaire was again administered to all subjects. The results indicated that, at the end of the unit, students in the two positive expectancy classes changed their perceptions of some aspects of the teacher's competence more, engaged in more appropriate and less inappropriate non-verbal behavior, and received significantly higher final grades on the unit than did their peers in the two no-expectation control classes. These findings support the view that students can have an important influence on the teaching process and on their own academic attainment. Four pages of references are included. (NB).

AN EJ334169.

AJ Cangelosi, James S.

Evaluating Teaching within a Teacher Advancement Plan.

SO Clearing House; v59 n9 p405-09 May 1986. 86.

LG EN.

IS CIJ AUG86.

CH CS732820.

PT 080; 120.

AV UMI.

YR 86.

MJ Academic-Achievement. Educational-Improvement.

Teacher-Effectiveness. Teacher-Evaluation.

Theory-Practice-Relationship.

MN Models. Teacher-Behavior. Teacher-Characteristics.

AB Reviews traditional models for evaluating teachers, then proposes a model based on the appropriateness and quality of lessons. (FL).

AN EJ333056.

AJ Brace, Gerald W.

Pandora and Pollyanna: Some Comments on 'The Rush to Mandate'.

SO Phi Delta Kappan; v67 n6 p452-55 Feb 1986. 86.

LG EN.

IS CIJ JUL86.

CH EA519789.

PT 080; 120.

AV UMI.

NT For a related article, see EA 519 788.

YR 86.

MJ Teacher-Evaluation. Tests.

MN Academic-Achievement. Minority-Groups. Students.

AB Criticizes the previous author's assertions about teacher testing and the performance of minority students on Scholastic Achievement Tests. Also discusses the possible implications intended in a statement made in that article about the lack of minorities in the teaching force. Thirteen references are cited. (MD).

AN EJ333048.

AJ McLaughlin, Milbrey Wallin, And Others.

Why Teachers Won't Teach.

SO Phi Delta Kappan; v67 n6 p420-26 Feb 1986. 86.

LG EN.

IS CIJ JUL86.

CH EA519781.

PT 080; 120; 141.

AV UMI.

YR 86.

MJ Teacher-Effectiveness. Teacher-Motivation.

MN Academic-Achievement. Instructional-Improvement.

Parent-Teacher-Cooperation. Rewards.

Teacher-Administrator-Relationship. Teacher-Evaluation.

Teaching-Styles.

AB Outlines a broad range of organizational features that minimize teachers' ability to teach. Research findings show that the

dominating motivational force for teachers is the reward found in promoting students' growth and development, but the conditions teachers work under often make teachers function less effectively. (MD)

education in Fairford and makes recommendations for comprehensive educational improvements that would enable the community to regain local control of education. The opening sections describe the present situation, noting the poor condition of the physical plant and high rates of student deceleration and dropout. A section on community opinion reports concern over low academic standards and inadequate funding, a strong commitment to education, and an underlying dissatisfaction with the way the school system operates. Goals for education in Fairford are outlined, and recommendations for educational change are considered in sections dealing with (1) the responsibility of the community through its educational authority for making decisions; (2) parent involvement and responsibilities; (3) student involvement and responsibilities; and (4) effective school organization, staff programs, and practices, including meeting special needs of students, improving student services and counseling, and strengthening school promotion and retention policy. Some topics -- increasing student involvement and home-school cooperation, for example -- are treated generally by drawing attention to the area of concern and illustrating a variety of alternatives for dealing with the matter. Specific recommendations are made for changes in the structure of the educational system and the creation of an incorporated education authority with an elected board of trustees. The final section, an Action Plan, provides details about responsibility and deadlines for change. (JH2)

AN EJ331367.
 AU McGreal, Tom.
 TI How Well Can We Truly Evaluate Teachers.
 SO School Administrator, v43 n1 p10-12 Jan 1986. 86.
 LG EN.
 IS CIJUN86.
 CH EA519676.
 PT 080, 120.
 AV UMI.
 YR 86.
 MJ Evaluation-Methods. Teacher-Effectiveness. Teacher-Evaluation. Testing.
 MN Academic-Achievement. Elementary-Secondary-Education. Inservice-Teacher-Education.
 ID TARGET AUDIENCE: Administrators. Practitioners.
 AB Three leading experts on teacher evaluation agree that multiple data sources improve evaluation accuracy. A testing program for preservice and inservice teachers is cited. Semiannual testing (norm-referenced and criterion-referenced) of students is also cited as a way to evaluate teachers' effectiveness. (MLF).

AN ED266003.
 AU Sealey, D. Bruce; Riffel, J. Anthony.
 TI The Development of Education in Fairford: A Community Manual.
 LG EN.
 GS Canada. Manitoba.
 IS RIEJUN86.
 CH RCO15625.
 PR EDRS Price - MF01/PC03 Plus Postage.
 PT 142; 055.
 LV 1.
 NT 58p.; Prepared at the request of Interlake Tribal Division for Schools, Ashern, Manitoba.
 YR 86.
 MJ American-Indian-Education. Canada-Natives. Educational-Change. Parent-School-Relationship. Program-Implementation. School-Responsibility.
 MN Academic-Achievement. Change-Strategies. Community-Control. Community-Involvement. Cultural-Influences. Curriculum-Development. Educational-Improvement. Elementary-Secondary-Education. Foreign-Countries. Organizational-Change. Program-Evaluation. School-Community-Relationship. Small-Schools. Student-Responsibility. Teacher-Evaluation.
 ID IDENTIFIERS: Canada. Community Controlled Education. Manitoba (Fairford). TARGET AUDIENCE: Practitioners.
 AB Prepared by independent evaluators at the request of the Interlake Tribal Division for Schools, this report assesses the status of

WHO IS ACCOUNTABLE? AN ERIC SEARCH

1

AN EJ336925.
 AU Foster, William F.
 TI Educational Malpractice: Educate or Litigate.
 SO Canadian Journal of Education; v11 n2 p122-51 Spr 1986. 86.
 LG EN..
 IS CIJSEP86.
 CH TM511306.
 PT 080; 070.
 YR 86.
 MJ Court-Litigation. Educational-Malpractice.
 Educational-Responsibility. Teacher-Responsibility.
 MN Academic-Standards. Accountability.
 Elementary-Secondary-Education. Legal-Responsibility. Teachers.
 ID IDENTIFIERS: Canada.
 AB It is suggested that educators be held accountable to their students
 for the quality and adequacy of the educational services they
 provide. Extension of liability to education can have a positive
 impact on the educational process. (Author/LMO).

2

AN EJ331365.
 AU Loscalzo, Theresa E.
 TI Liability for Malpractice in Education.
 SO Journal of Law and Education; v14 n4 p595-607 Oct 1985. 85.
 LG EN..
 IS CIJJUN86.
 CH EA519673.
 PT 080; 090; 055.
 AV UMI.
 YR 85.
 MJ Accountability. Court-Litigation. Educational-Malpractice.
 Educational-Responsibility. Equal-Protection. Public-Policy.
 MN Academic-Standards. Disabilities. Elementary-Secondary-Education.
 Testing.
 ID IDENTIFIERS: Negligence. Snow v State of New York. Supreme Court.
 TARGET AUDIENCE: Administrators. Policymakers. Practitioners.
 AB Courts have not recognized claims of "educational malpractice,"
 though they have held that such a claim could be formally pleaded
 with liability precluded by public policy considerations. A 1984 New
 York Court of Appeals decision in "Snow vs. State of New York" may
 be the initial breakdown to the barrier of public policy
 considerations (MD).

3

AN ED261641.
 AU Rich, John Martin.
 TI Professional Ethics in Education.
 LG EN..
 GS U.S. Illinois.

Source: Southwest Educational Development Laboratory
 211 E. 7th Street
 Austin, TX 78701

IS RIEFEN86.
 NO RN: ISBN-0-398-05017-1.
 CH HE018745.
 PR Document Not Available from EDRS.
 PT 010; 090; 120.
 AV Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL
 62717 (\$21.50).
 LV 3.
 NT 155p.
 YR 84.

MJ Codes-of-Ethics. College-Faculty. Educational-Responsibility.
 Employment-Practices. Ethics. Research-Projects.
 MN Academic-Freedom. Accountability. Citizen-Participation.
 Educational-Malpractice. Elementary-Secondary-Education.
 Faculty-College-Relationship. Higher-Education. Personnel-Policy.
 Professional-Associations. Standards. Student-Rights.
 Teacher-Dismissal. Teacher-Responsibility.

ID IDENTIFIERS: American Association of School Administrators. American
 Association of University Professors. National Education
 Association. TARGET AUDIENCE: Teachers. Administrators.
 Community. Practitioners.

AB Major problems and issues of ethics in elementary, secondary, and
 higher education are examined. The function and present status of
 professional ethics are considered, along with specific codes of
 ethics, including those of the National Education Association,
 American Association of University Professors, and the American
 Association of School Administrators. Of special interest are
 whether the standards are universalized and whether there are
 similarities or differences among codes and logical consistency.
 Also considered are: the justification of professional ethics,
 academic freedom, the ethical use of tests and testing, freedom of
 students to learn, research with human subjects, funding of research
 projects, conflicts of interest, and dishonesty in research.
 Relations with colleagues and education officials are investigated
 with attention to ethical issues in recruitment, merit raises and
 promotion, tenure practices, nepotism rules, retirement policies,
 faculty dissent, strikes, and disobedience to institutional
 policies. Faculty members' rights and responsibilities as citizens,
 community misconduct and grounds for dismissal, holding public
 office, and teachers' relations with parents are also discussed.
 Finally, the dissemination, implementation, and enforcement of
 ethical codes are evaluated, and recommendations for the education
 profession are offered. (SW).

4

AN EJ308277.
 AU Brickell, Henry M.
 TI Ten Policies for Raising Student Achievement.
 SO Educational Leadership; v42 n2 p54-61 Oct 1984. 84.
 LG EN..
 IS CIJMAR85.
 CH EA518118.
 PT 080; 055.
 AV UMI.

YR 84.

MJ Academic-Achievement. Accountability. Administrator-Responsibility.
Board-of-Education-Policy. Educational-Responsibility.

MN Achievement-Tests. Elementary-Secondary-Education.
Inservice-Teacher-Education. Principals.

ID TARGET AUDIENCE: Policymakers.

AB Students will learn more if local school boards set priorities, use
test scores sensibly, and hold educators accountable. (Author).

5

AN EJ300122.

AU Reitz, Donald J.

TI Malpractice in the Schools.

SO Momentum; v15 n1 p50-52 Feb 1984. 84.

LG EN..

IS CIJSEP84.

CH JC503511.

PT 120.

AV UMI.

YR 84.

MJ Court-Litigation. Educational-Malpractice.
Educational-Responsibility.

MN Accountability.

AB Educational malpractice is becoming part of school law vocabulary and
educators are becoming aware of real possibilities of being sued for
poor pedagogical performance. Foresees the development of "standards
of reasonable care," which will place educators in the precarious
position of doctors and lawyers in future malpractice litigation.
(DMM).

6

AN ED231030.

✓AU Lane, Willard R.

IN Iowa Univ. Iowa City. Inst. for School Executives. BBB19432.

TI Authority and Responsibility--A Need to Reshuffle the Deck.

SO The Executive Review; v3 n6 Mar 1983. Mar 83.

LG EN..

GS U.S. Iowa..

IS RIENOV83.

CH EA015689.

PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PT 080; 120.

AV Publications, Institute for School Executives, 210 Lindquist Center,
University of Iowa, Iowa City, IA 52242 (\$1.00).

LV 2.

NT 7p.

YR 83.

MJ Accountability. Board-of-Education-Role.

Educational-Responsibility. Principals. Professional-Autonomy.
Teacher-Responsibility.

MN Administrator-Role. Efficiency. Elementary-Secondary-Education.
School-Effectiveness. School-Organization.

ID TARGET AUDIENCE: Practitioners.

AB Local boards of education have the responsibility and authority for

operating local school systems, but in a system of any size authority must be delegated. Unlike factories, schools cannot be run from the top down. The health of the schools is determined directly by and in proportion to the extent that principals and teachers have a voice in decision-making. Within the system, authority and responsibility must be more evenly distributed and community input brought into the system. (MLF).

7

AN EJ280169.

AU Clear, Delbert.

TI **Malpractice in Teacher Education: The Improbable Becomes Increasingly Possible.**

SO Journal of Teacher Education; v34 n2 p19-24 Mar-Apr 1983. 83.

LG EN..

IS CIJAUG83.

CH SP512838.

PT 080; 070; 120.

AV Reprint: UMI.

YR 83.

MJ Academic-Standards. Court-Litigation. Educational-Malpractice.

Educational-Responsibility. Minimum-Competencies.

Preservice-Teacher-Education.

MN Accountability. Educational-Research. Higher-Education.

Teacher-Education-Programs.

AB In the past, the absence of performance standards for which teachers and teacher education institutions could be held accountable has helped protect teacher colleges from malpractice charges. As research identifies correlates between teacher behavior and student achievement, however, institutions which fail to teach minimum competencies may become vulnerable. (PP).

8

AN EJ346485.

AU Garfunkel, Frank.

TI **Special Education and School Failure.**

SO Equity and Choice; v3 n1 p50-53 Fall 1986. 86.

LG EN..

IS CIJAPR87.

CH UD512529.

PT 080; 120.

YR 86.

MJ Academic-Failure. Accountability. High-Risk-Students.

Low-Achievement. Potential-Dropouts. School-Effectiveness.

MN Dropout-Programs. Learning-Disabilities. Learning-Problems.

Underachievement.

AB Concept of "special education" focuses on schools' duty to develop programs that include and educate even the most difficult of the disabled. The concept of "school failure" puts the responsibility on the students, excluding them, though they also have a "disability". "Zero reject" concept, which includes all students, is recommended. (PS).

9

AN ED271615.
 AU Knuti, David; And Others.
 IN Center for Community Futures, Berkeley, CA. BBB24185.
 TI Community Based Organizations and JTPA. JTPA Guide #3.
 LG EN..
 GS U.S. California..
 IS RIEDEC86.
 CH CE044727.
 PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 PT 055; 090.
 AV Center for Community Futures, P.O. Box 5309, Berkeley, CA 94705
 (\$45.00).
 LV 2.
 NT 175p. ; For guides #1 and #2, see CE 044 725-726.
 YR 86.
 MJ Accountability. Community-Organizations.
 Economically-Disadvantaged. Employment-Programs.
 Financial-Support. Job-Training.
 MN Check-Lists. Educational-Legislation. Federal-Legislation.
 Participation. Postsecondary-Education. Program-Content.
 Program-Implementation. Resource-Allocation. Standards.
 Technical-Assistance.
 ID IDENTIFIERS: Job Training Partnership Act 1982. TARGET AUDIENCE:
 Policymakers. Practitioners.
 AB This guide is intended to assist community-based organizations (CBOs)
 in developing Job Training Partnership Act (JTPA) programs that will
 provide needed services to their constituents. First, the history
 and implications of JTPA are summarized from a CBO viewpoint.
 Discussed in a chapter on JTPA funding categories are such topics as
 allocation categories, cost principles, management requirements, and
 authorized activities. Performance standards, development of a
 strategic plan whereby a CBO can influence or provide services
 through JTPA, and sources of training and technical assistance are
 outlined. The next two chapters contain papers written with the
 National Association of Private Industry Councils and the National
 Association of Counties that offer insight into ways in which CBOs
 can participate in JTPA. Concluding the guide is a simulation game,
 NEXUS, that is intended to help private industry councils and CBOs
 understand the pressures, motives, and countervailing forces that
 influence JTPA policymakers. An appendix includes information on the
 services, staff, and publications of the Center for Community
 Futures. (MN).

10

AN ED271467.
 AU Egbert, Robert L.
 IN American Association of Colleges for Teacher Education, Washington,
 D.C. BBB14763.
 TI The National Commission for Excellence in Teacher Education. Final
 Report.
 LG EN..
 GS U.S. District of Columbia..
 SN National Inst. of Education (ED), Washington, DC. EDN00001.
 IS RIENOV86.

NO GN; NIE-G-84-0016.
 CH SP027813.
 PR EDRS Price - MF01/PC01 Plus Postage.
 PT 141.
 LV 1.
 NT 18p. ; For related document, "A Call for Change in Teacher Education,
 " see ED 252 525; for Commission papers, see ED 250 287-317.
 YR 85.
 MJ Accountability. Educational-Resources. Teacher-Education-Programs.
 Teacher-Supply-and-Demand. Teaching-Conditions.
 MN Educational-Quality. Educational-Research. Resource-Allocation.
 State-Standards.
 ID IDENTIFIERS: National Commission for Excellence in Teacher Educ.
 AB This document presents a summary of the purpose, activities, and
 findings of the National Commission for Excellence in Teacher
 Education, focusing on the Commission's Final report "A Call for
 Change in Teacher Education". The report was organized around five
 themes: (1) supply and demand for quality teachers; (2) programs for
 teacher education; (3) accountability for teacher education; (4)
 resources for teacher education; and (5) conditions necessary to
 support the highest quality of teaching. Commission recommendations
 in the following areas are briefly summarized: (1) admission to and
 graduation from teacher education programs; (2) responsibilities of
 states in teacher recruitment; (3) attracting capable minority
 teachers; (4) basic content of teacher education programs; (5)
 teacher certification; (6) experimental teacher education programs;
 (7) state responsibility in certification and program approval; (8)
 establishment of state standards for teacher education; (9) locale of
 teacher education programs; (10) resources for teacher education;
 (11) government role in educational research; (12) establishment of a
 National Academy for Teacher Education; (13) teachers' salaries; (14)
 teachers' working conditions; (15) professional development for
 teachers; and (16) administrator education. (JD).

11

AN ED274702.
 AU Pechman, Ellen M.; Gonzales, Maria Luisa.
 TI The Testing Octopus: A Tentacle for Curriculum-or-How Do You Dance
 with an Octopus.
 LG EN..
 GS U.S. North Carolina..
 IS RIEFEB87.
 CH TM860579.
 PR EDRS Price - MF01/PC01 Plus Postage.
 PT 150; 141.
 LV 1.
 NT 21p. ; Paper presented at the Annual Meeting of the American
 Educational Research Association (67th, San Francisco, CA, April
 16-20, 1986).
 YR 86.
 MJ Accountability. Testing-Problems. Testing-Programs. Test-Use.
 MN Achievement-Tests. Elementary-Secondary-Education.
 Equal-Education. Group-Testing. Individual-Testing.
 Public-Relations. School-Districts. Standardized-Tests.

ID IDENTIFIERS: Comprehensive Tests of Basic Skills. Curriculum Related Testing. Dallas Independent School District TX. New Orleans Public Schools LA. TARGET AUDIENCE: Researchers.

AB This paper examines long-range problems caused by test-controlled schooling. It looks at the demands of both curricular and accountability uses of tests from the point of view of the urban school district's testing office. On the basis of interviews with 12 New Orleans teachers and the experiences of the authors in working in two large city testing offices (Dallas and New Orleans), the problems ("tentacles") related to testing and test data use are discussed in the following categories: (1) test data; (2) the theoretical ideal; (3) monitoring schools and accounting for progress; (4) public relations and testing; (5) testing and the curriculum; (6) testing and equity; (7) the school district testing unit; and (8) accountability and curriculum unity. Suggestions are made to better organize and coordinate the different aspects of testing. A three-page bibliography concludes the document. (JAZ).

12

AN ED270871.

AU Guthrie, James W. Ed.; Kirst, Michael W. Ed.

IN California Univ. Berkeley. School of Education; Policy Analysis for California Education, Berkeley, CA; Stanford Univ. Calif. School of Education. BBB24265; CIQ11430; CIQ82500.

TI Data-Based Accountability in Education.

LG EN..

GS U.S. California..

SN William and Flora Hewlett Foundation, Palo Alto, Calif. BBB17181.

IS RIENOV86.

NO RN: PACE-84-4.

CH EA018556.

PR EDRS Price - MF01/PC06 Plus Postage.

PT 020; 142.

AV Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 (\$6.00; quantity discounts).

LV 1.

NT 136p.

YR 84.

MJ Accountability. Educational-Assessment. Educational-Quality. Information-Systems.

MN Data-Collection. Data-Processing. Educational-Policy. Elementary-Secondary-Education. Merit-Rating. Recognition-Achievement. School-Effectiveness.

ID IDENTIFIERS: California. TARGET AUDIENCE: Policymakers. Researchers.

AB The policy papers included in this package address various facets of the topic of data-based accountability for education in California. Guy Benveniste of the University of California, Berkeley, School of Education explores the underlying issue of accountability and describes the implications of different types of accountability measures. In "New Directions for State Education Information Systems," Michael Kirst of Stanford University's School of Education argues for a state "information czar" who would coordinate and

integrate the various "data streams" that are currently collected and disseminated in a fragmented fashion. An argument for identifying and rewarding merit schools, rather than merit teachers, is presented by Walter I. Garms of the University of Rochester. Garms discusses methods of measuring merit and specific indicators of merit, arguing that schools need freedom to manipulate resources to achieve desired results. Gene Dawson of the School of Education at Berkeley describes how data are collected for the California Basic Educational Data System, and offers suggestions for improving reliability. Edward Haertel of Stanford University discusses general problems of measuring the effects of reform, and David Stern of the University of California at Berkeley further explores the merit school concept and discusses issues related to California's new "quality indicators" program. References are included for each paper. (TE).

13

- AN EJ337001.
 AU Levine, Daniel U.; Levine, Rayna F.
 TI Accountability Implications of Effective Teaching Competencies: Effective Schools Research.
 SO Education and Urban Society; v18 n2 p230-41 Feb 1986. 86.
 LG EN..
 IS CIJSEP86.
 CH UD512195.
 PT 080; 142.
 NT Theme issue on Teacher Effectiveness.
 YR 86.
 MJ Accountability. Mastery-Learning. School-Effectiveness. Teacher-Responsibility.
 MN Educational-Objectives. Elementary-Secondary-Education. Master-Teachers. School-Administration. School-Policy. Teacher-Effectiveness.
 AB Discusses the teacher accountability movement in relation to the implementation of teacher-centered mastery approaches in effective schools. Focuses on schoolwide issues, instructional support personnel, institutional support mechanisms, mastery learning, and school district accountability plans that promote student learning of high-level cognitive skills. (KH).

14

- AN ED268462.
 AU Meese, Edwin, III.
 IN Department of Justice, Washington, D.C. BBB00482.
 TI Address of the Honorable Edwin Meese III, Attorney General of the United States, before the National Conference on Juvenile Justice Reform.
 LG EN..
 GS U.S. District of Columbia..
 IS RIESEP86.
 CH CG019021.
 GV Federal.
 PR EDRS Price - MF01/PC01 Plus Postage.
 PT 120; 150.
 LV 1.

NT 13p.

YR 86.

MJ Accountability. Drug-Abuse. Drug-Education. Government-Role. Prevention. Responsibility.

MN Elementary-Secondary-Education. Federal-Government. Law-Enforcement. State-Action.

ID IDENTIFIERS: Juvenile Justice. TARGET AUDIENCE: Policymakers.

AB Drug law enforcement has become the number one criminal justice priority of the United States Department of Justice and is an area of great concern to those involved in the juvenile justice system. The new philosophy of juvenile justice holds juveniles responsible for their conduct, emphasizing an accountability or justice model which focuses on what the juvenile merits. This model incorporates proportionality, consistency, and predictability in an effort to provide fairness both to the juvenile and to society. Education is a second strategy being pursued in government efforts to control drug abuse which also focuses on individual responsibility. Education about the dangers of drug use will hopefully reduce the demand for drugs. While statistics on drug use trends show a decrease in marijuana and heroin use in recent years, the use of cocaine and the dangerous drugs of methamphetamine, PCP, and "designer drugs" has increased. In order to bring the drug problem under control, demand as well as supply must be addressed. The American government must move aggressively and pursue a drug education and prevention program that is both energetic and engaged. Administration efforts will be directed toward students from kindergarten through high school. While the responsibility lies with all citizens, it is especially important for state legislators to exercise moral and political leadership in the fight against drug abuse. (NB).

15

AN EJ330356.

AU Broadfoot, Patricia.

TI Changing Patterns of Educational Accountability in England and France.

SO Comparative Education; v21 n3 p273-86 1985. 85.

LG EN.

IS CIJ MAY 86.

CH RC506092.

PT 080; 070.

YR 85.

MJ Accountability. Educational-Principles. Educational-Trends. Social-Values.

MN Comparative-Analysis. Comparative-Education. Competency-Based-Education. Foreign-Countries. Management-Systems. National-Programs. Technology.

ID IDENTIFIERS: England. France.

AB Uses France and England--because of their radically different institutional and ideological traditions in education--to illustrate common trends in educational accountability. Explains general trends affecting advanced capitalist societies at the present time, e.g. the use of corporate management approaches in education and the adoption of technological values. (JHZ).

16

AN EJ329682.
AU Knoop, Robert; Wagner, James.
TI Alternant Leadership: A Reply to Sackney's Observations.
SO Canadian Administrator; v25 n4 p8-10 Jan 1986. 86.
LG EN..
IS CIJ MAY86.
CH EA519584.
PT 080; 120.
AV UMI.
NT For related articles, see EA 519 582-583 (this issue).
YR 86.
MJ Accountability. Change-Strategies. Leadership.
Occupational-Mobility. Promotion-Occupational.
School-Administration.
MN Elementary-Secondary-Education. Psychological-Needs.
School-Districts.
ID IDENTIFIERS: Alternant Leadership. TARGET AUDIENCE:
Administrators. Practitioners.
AB Responds to Sackney by stating that the purpose of "alternant leadership" is to avoid a permanent top-down approach to education. Proposes that leaders be accountable to those who elect them. Claims that psychological damage will not occur if all persons involved view the position as a rotating one. Related articles are EA 519 582 and 583. (MLF).

17

AN EJ328687.
AU Lessinger, Leon M.
TI Technology for Accountability.
SO Technological Horizons in Education; v13 n4 p75-77 Nov 1985. 85.
LG EN..
IS CIJ APR86.
CH SE538514.
PT 080; 141.
AV UMI.
YR 85.
MJ Accountability. Educational-Administration.
Educational-Technology.
MN Elementary-Secondary-Education. Microcomputers.
ID TARGET AUDIENCE: Practitioners.
AB Education has recently come to recognize the need to set professional standards and to measure professional performance. The superintendent of a large western school district analyzes the role high technology should play as school administrators take steps to implement accountability measures. (JN).

18

AN EJ327931.
AU Kaagan, Steve; Smith, Marshall S.
TI Indicators of Educational Quality.
SO Educational Leadership; v43 n2 p21-24 Oct 1985. 85.
LG EN..
IS CIJ APR86.

CH EA519324.

PT 080; 142.

AV UMI.

YR 85.

MJ Accountability. Data-Collection. Educational-Assessment.
Information-Utilization. National-Norms.

MN Centralization. Elementary-Secondary-Education.
Resource-Allocation.

ID IDENTIFIERS: Council of Chief State School Officers. Indicators.
Standardization. TARGET AUDIENCE: Administrators. Practitioners.

AB Reviews the Council of Chief State School Officers' effort to
establish a nationwide system of educational indicators. Suggests
the benefits of such a system. (MCG).

19

AN EJ327930.

AU Burnes, Donald W.; Lindner, Barbara J.

TI Why the States Must Move Quickly to Assess Excellence.

SO Educational Leadership; v43 n2 p18-20 Oct 1985. 85.

LG EN..

IS CIJAPR86.

CH EA519323.

PT 080; 120.

AV UMI.

YR 85.

MJ Accountability. Educational-Assessment. Politics-of-Education.
School-Effectiveness.

MN Educational-Change. Elementary-Secondary-Education.
Resource-Allocation. School-Support.

ID TARGET AUDIENCE: Administrators. Practitioners.

AB Recommends that education agencies adopt "intermediate implementation
goals" for reform and assess progress toward these goals, in order to
satisfy political pressure for visible improvements and thus retain
public support. (MCG).

20

AN ED263692.

AU Gipson, Joella.

TI Annotated Bibliography on School Finance: Policy and Political
Issues; Federal Government; State Issues; Non-Public Schools;
Accountability.

LG EN..

GS U.S. Michigan.

IS RIEAPR86.

CH EA018118.

PR EDRS Price - MF01/PC02 Plus Postage.

PT 131.

LV 1.

NT 28p.

YR 85.

MJ Accountability. Educational-Finance. Federal-Government.
Politics-of-Education. Private-Schools.

State-School-District-Relationship.

MN Annotated-Bibliographies. Elementary-Secondary-Education.

Government-School-Relationship. Periodicals.

AB Limited to periodical literature, this annotated bibliography on school finance contains 81 references grouped in 5 categories: (1) policy and political issues, (2) federal government, (3) state issues, (4) aid to nonpublic schools, and (5) accountability. Following the bibliographic citations, annotations range from 4 to 15 lines and conclude by listing the number of references included in the article. The earliest citation noted is from 1972. Articles from "Phi Delta Kappan" are frequently cited; for example, of the 26 articles cited in the first category--policy and political issues--16 are from "Phi Delta Kappan". Among other periodicals frequently cited are: "The American School Board Journal," "Today's Education," "National Association of Secondary School Principals Bulletin," and "Educational Leadership". (MLF).

21

AN EJ324790.

AU Raywid, Mary Anne.

TI The Choice Concept Takes Hold.

SO Equity and Choice; v2 n1 p7-12 Fall 1985. 85.

LG EN.

IS CIJJAN86.

CH UD511836.

PT 080; 140; 150.

NT An earlier version given as the keynote address for the "Challenge of Choice Conference." (Norfolk, CT, May 8, 1985).

YR 85.

MJ Accountability. Educational-Innovation. Nontraditional-Education. School-Based-Management. School-Choice. School-Effectiveness.

MN Educational-Quality. Elementary-Secondary-Education. Governance. Public-Schools. Teacher-Morale. Teaching-Conditions. Work-Environment.

ID IDENTIFIERS: Minnesota.

AB Discusses the history of schools of choice and their place within the current school reform efforts and Excellence Movement. Asserts that choice is an effective strategy for holding schools accountable for improving conditions for teachers and students and for paving the way for innovation. (CR).

22

AN EJ324529.

AU Ornstein, Allan C.

TI Accountability Report from the USA.

SO Journal of Curriculum Studies; v17 n4 p437-39 Oct-Dec 1985. 85.

LG EN.

IS CIJJAN86.

CH SO514479.

PT 080; 120.

YR 85.

MJ Accountability. Educational-Practices. Educational-Trends.

MN Elementary-Secondary-Education. Trend-Analysis.

AB Discussed are evolving concepts of accountability in the United States. The majority of states have taken the position that accountability should be mandatory, leaving the specifics to the

discretion of local states. Problems in accountability are also examined. (RM).

23

AN EJ321849.
AU Seel, John.
TI Education: The Gatekeeper in a Changing Economy.
SO Business Education Forum; v40 n1 p3-6 Oct 1985. 85.
LG EN..
IS CIJDEC85.
CH CE515890.
PT 080; 120.
AV UMI.
YR 85.
MJ Accountability. Communication-Skills. Competition.
Economic-Factors. Psychology. Stress-Variables.
MN Business-Education. Cognitive-Development. Economics.
Entrepreneurship. Job-Development. Job-Skills.
Technological-Advancement.
AB Discusses the economic, educational, and emotional challenges that must be faced by educators in schools and in business. The author examines each challenge and observes how it affects the primary educational goals needed in business education. (CT).

24

AN EJ317781.
AU Turban, Efraim; Kamin, Jacob Y.
TI Cost Benefit Methodology.
SO Quality Circle Digest; v6 n6 p67-75 Jun 1985. 85.
LG EN..
IS CIJSEP85.
CH CE515588.
PT 080; 143; 110.
NT Available from Quality Circle Institute, 1425 Vista Way, P.O. Box Q, Red Bluff, CA 96080-1335.
YR 85.
MJ Accountability. Cost-Effectiveness. Program-Costs.
Program-Effectiveness. Statistical-Analysis.
ID IDENTIFIERS: Quality Circles.
AB This article proposes a methodology for a cost-benefit analysis of quality circles. The proposed system is based on the accountability principle, and it is conducted at three levels: project, circles, and the entire quality circle system. Flowcharts are included. (Author/CT).

25

AN EJ317658.
AU Elliott, Emerson J.; Hall, Ron.
TI Indicators of Performance: Measuring the Educators.
SO Educational Measurement: Issues and Practice; v4 n2 p6-9 Sum 1985. 85.
LG EN..
IS CIJAUG85.
CH TM510559.

PT 080; 141.

YR 85.

MJ Accountability. Educational-Assessment. Educational-Change.
Measurement-Objectives.

MN Academic-Achievement. Elementary-Secondary-Education.
Federal-Programs. Information-Needs.

ID IDENTIFIERS: Department of Education. Educational Indicators.
National Center for Education Statistics. Testing Educational
Policy.

AB Current nationwide efforts to improve education call for new
information for policymakers in testing and evaluation. Recent state
and national evaluation activities, including the Department of
Education's project to establish statistical indicators for
education, are discussed. Guidelines are given for developing
reasonable and appropriate accountability measures at state and local
levels. (BS).

26

AN ED254933.

AU Henderson, Anne.

TI Anything Goes: An Analysis of the Education Department's Monitoring
of Chapter 2 in 21 States.

LG EN..

GS U.S. Maryland..

IS RIEAUG85.

CH EA017598.

PR EDRS Price - MF01/PC01 Plus Postage.

PT 150; 120; 142.

LV 1.

NT 11p. ; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, March 31-April 4,
1985).

YR 85.

MJ Accountability. Administrative-Principles. Block-Grants.
Compliance-Legal. Program-Administration.
State-Departments-of-Education.

MN Elementary-Secondary-Education. Federal-Aid.
Federal-State-Relationship. Private-School-Aid. Private-Schools.
Public-Schools. School-Districts.
State-School-District-Relationship.

ID IDENTIFIERS: Education Consolidation Improvement Act Chapter 2.
National Committee for Citizens in Education. TARGET AUDIENCE:
Researchers.

AB In 1984 the Education Department (ED) began to monitor state
education agencies' (SEA) administration of the education block grant
known as "Chapter 2." ED staff visited 21 states, the District of
Columbia, and Puerto Rico and found many serious problems among the
SEAs and local education agencies (LEAs). The problems are divided
into five major areas with the percentages of states having problems
in each area cited as follows: (1) public and parent involvement, 56
percent; (2) SEA controls over SEA programs, 52 percent; (3) SEA
monitoring of LEA programs, 83 percent; (4) SEA/LEA oversight of
private participation, 70 percent; and (5) SEA/LEA guarantees of
private participation, 78 percent. Within these areas, of the 87

different items identified as needing correction, 39 percent concerned private school participation and, of these, 62 percent concerned assurances of maximum benefit, rather than controls over possible abuse. Although ED holds the SEAs responsible for assuring that the program is run properly in local districts, the law, regulations, and ED's "non-regulatory guidance" (NRG) are ambiguous about SEA authority. Ironically, ED can justify compromising the Administration's policy of noninterference by pointing out that it must ensure that states guarantee maximum benefit to children in private schools. (MLF).

27

AN EJ315229.

AU Harrison, Charles; Cage, Bob N.

TI Accountability in Education: A Task Unfinished.

SO Spectrum; v3 n1 p13-17 Win 1985. 85.

LG EN..

IS CIJJUL85.

CH EA518464.

PT 080; 141; 120.

NT Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209.

Single issues may be purchased for \$10.00 while in stock.

YR 85.

MJ Accountability. State-Programs.

MN Educational-Assessment. Elementary-Secondary-Education. Program-Implementation. State-Legislation.

ID IDENTIFIERS: Mississippi.

AB Problems encountered during the implementation of a statewide educational accountability plan in Mississippi are typical of those reported in the literature. This article reviews the development of the plan, the direction of implementation process has taken, and proposals for the future. (PGD).

28

AN EJ314280.

AU Feeney, Stephanie; Kipnis, Kenneth.

TI Public Policy Report and Survey. Professional Ethics in Early Childhood Education.

SO Young Children; v40 n3 p54-58 Mar 1985. 85.

LG EN..

IS CIJJUN85.

CH PS513277.

PT 080; 120.

AV UMI.

YR 85.

MJ Accountability. Child-Caregivers. Codes-of-Ethics. Early-Childhood-Education. Ethics.

MN Parent-School-Relationship. Young-Children.

AB Presents five perspectives used by early childhood educators to resolve problems: personal, legal, employment, social theory, and professional ethics. Included is the National Association for the Education of Young Children's 1985 public policy survey on professional ethics. (AS).

29

AN EJ311693.
AU Stevens, Kenneth R.; Pellicer, Leonard O.
TI Team Management: Quick Relief from the Minor Aches and Pains of School Business Management.
SO School Business Affairs; v50 n11 p53-55 Nov 1984. 84.
LG EN..
IS CIJMAY85.
CH EA518419.
PT 080; 055.
AV UMI.
YR 84.
MJ Accountability. Efficiency. Job-Satisfaction. Management-Teams. School-Business-Officials.
MN Elementary-Secondary-Education. School-District-Size.
ID **TARGET AUDIENCE:** Administrators. Practitioners.
AB The use of the management team approach by school business officials will result in increased operational efficiency, greater accountability, better decisions, less crisis management, reduced stress, and increased job satisfaction. (MLF).

30

AN EJ311017.
AU Mickler, Mary Louise.
TI Viewing Accountability from the Top.
SO Educational Horizons; v63 n2 p72-75 Win 1985. 85.
LG EN..
IS CIJMAY85.
CH CE515186.
PT 080; 143.
AV UMI.
YR 85.
MJ Accountability. Administrator-Responsibility. Educational-Innovation. Financial-Support. Teacher-Certification. Teacher-Responsibility.
MN Public-Education. Public-Schools. Quality-Control. Questionnaires. Superintendents.
AB Describes a study of chief state school officers on their opinions of accountability in public education. Findings are examined concerning their responses to questions about funding, professionalism, teaching, innovations, certification, and quality control. (CT).

31

AN EJ310909.
AU Seeley, David S.
TI Choice.
SO Equity and Choice; v1 n1 p7-12 Fall 1984. 84.
LG EN..
IS CIJAPR85.
CH UD511217.
PT 080; 120.
NT Modified version of Chapter 10, from "Education through Partnership" (Ballinger, 1981).

YR 84.

MJ Accountability. Educationally-Disadvantaged. School-Choice.

MN Democracy. Elementary-Secondary-Education. Motivation.

Parent-Rights.

AB Despite the crucial importance of choice in a democracy, choice has not recently been an overriding concept in public education. If parents, especially poor parents, could choose among educational options for their children, schools would be more accountable and responsive to the public and more learning would take place. (GC).

32

AN EJ306029.

AU Cole, Nancy S.

TI Testing and the "Crisis" in Education.

SO Educational Measurement: Issues and Practice; v3 n3 p4-8 Fall 1984.

84.

LG EN..

IS CIJJAN85.

CH TM510035.

PT 080; 120.

NT Presidential address presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

YR 84.

MJ Accountability. Back-to-Basics. Educational-Quality.

Testing-Problems.

MN Basic-Skills. Educational-Improvement.

Elementary-Secondary-Education. Measurement-Objectives.

Research-Needs. Test-Construction. Test-Interpretation. Test-Use.

Test-Validity.

AB Several issues facing the measurement community were brought on by the recent emphasis on stricter educational accountability measures. These testing issues include the limits of test scores, effects of testing on instruction, proper test use, importance of the test content, and defining the basics in education. (EGS).

33

AN EJ304562.

AU Koch, E. L.

TI A Response to "A Nation at Risk--Accountable for What? ".

SO Journal of Educational Thought; v18 n2 p107-10 Aug 1984. 84.

LG EN..

IS CIJDEC84.

CH JCS03589.

YR 84.

MJ Accountability. Educational-Attitudes. Educational-Objectives.

Public-Opinion. School-Support.

MN Educational-Change.

AB While supporting the analysis offered by Gerardi and Benedict of the cycles of criticism afflicting North American education, considers the authors' call for a public relations campaign by teachers and administrators timid and ineffectual. Suggests a national commission to propose the kind of educational system needed in the future. (DMM).

34

AN EJ304561.
AU Gerardi, Robert J.; Benedict, Gary C.
TI A Nation at Risk: Accountable for What.
SO Journal of Educational Thought; v18 n2 p103-06 Aug 1984. 84.
LG EN..
IS CIJDEC84.
CH JC503588.
PT 120.
AV UMI.
YR 84.
MJ Accountability. Educational-Attitudes. Educational-Objectives.
Public-Opinion. School-Support.
ID IDENTIFIERS: Nation at Risk (A).
AB Refutes claims that "our society and its education institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them". Calls for a united effort to translate for the public the needs and accomplishments of education. (DMM).

35

AN ED244329.
AU Patterson, Arlene H.
TI How to Avoid an Educational Malpractice Suit.
LG EN..
GS U.S. Kansas.
IS RIEOCT84.
CH EA016756.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 090; 055.
LV 2.
NT 26p. ; In: Jones, Thomas N. Ed. and Semler, Darel P. Ed. School Law Update. . Preventive School Law. p69-93. For complete document, see EA 016 748.
YR 84.
MJ Accountability. Court-Litigation. Educational-Malpractice.
Legal-Problems. Legal-Responsibility.
MN Academic-Standards. Educational-Policy. Educational-Responsibility.
Elementary-Secondary-Education. School-Law. Torts.
ID TARGET AUDIENCE: Practitioners.
AB Increasing demands for professional accountability in education, coupled with a growing tendency in the American public to seek redress through the courts, have given rise to the educational malpractice suit, alleging that students have failed to learn because schools have been negligent in their duty to educate. This chapter provides guidelines by which educators may prevent malpractice suits or minimize their damage through identifying good professional practices, improving present practices, and eliminating practices which have the potential for liability as educational malpractice. Good professional practices include minimum standards for competency and for grade promotion, specific goals and remediation procedures for each grade, systematic student evaluation, adherence to rules, procedural safeguards, and equitable financing patterns. Suggestions

are also offered for legal and legislative reforms to ease the burden of educational malpractice suits, including redefinition of tenure, government immunity for state employees, flat rate malpractice insurance, and arbitration. (TE).

36

AN EJ299482.

AU Frith, Greg H.; Clark, Reba.

TI Differentiated Diplomas or Competency Based Transcripts? Let's Not Fail to Communicate.

SO NASSP Bulletin; v68 n472 p104-07 May 1984. 84.

LG EN..

IS CIJSEP84.

CH EA517700.

PT 120.

AV UMI.

YR 84.

MJ Academic-Records. Accountability. Educational-Certificates. Graduation-Requirements. Student-Certification.

MN Educational-Administration. Education-Work-Relationship.

Functional-Literacy. Minimum-Competency-Testing.

Secondary-Education. Special-Education. Student-Needs.

AB The use of competency-based transcripts is favored over differentiated diplomas to designate differences in student performance. Issues discussed surrounding the use of differentiated diplomas for high school graduation include the actual importance of functional literacy level for job success, the failure of prospective employers to verify diplomas, and the needs of handicapped students. (MJL).

37

AN EJ299461.

AU Lawhorn, C. Dabney.

TI Public Education 1984 and More.

SO School Business Affairs; v50 n4 p54 Apr 1984. 84.

LG EN..

IS CIJSEP84.

CH EA517623.

PT 120.

AV UMI.

YR 84.

MJ Accountability. Curriculum-Design. Elementary-Secondary-Education. Improvement-Programs. School-Effectiveness.

MN Elementary-School-Curriculum. Public-Schools. School-Schedules. Secondary-School-Curriculum.

AB The author proposes a new curriculum sequence for elementary and secondary education. (MCG).

38

AN EJ296638.

AU Strom, Robert D.

TI The Home-School Partnership: Learning to Share Accountability.

SO Clearing House; v57 n7 p313-17 Mar 1984. 84.

LG EN..

IS CIJJU'1.84.

CH CS729468.

PT 055; 120.

AV UMI.

YR 84.

MJ Accountability. Educational-Cooperation.

Family-School-Relationship. School-Role.

MN Educational-Improvement. Elementary-Secondary-Education. Homework.

Parent-Participation. Parent-Role.

AB Discusses the necessity of a home-school partnership in improving schools. Sets forth obligations of both schools and parents in such a partnership. (FL).

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



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